People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research

جامعة بجاية
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University of Bejaia
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Option: Didactics

The Effects of Using PowerPoint Presentations, during Lectures, on EFL Students' Motivation and Attitudes

Case study: Master 1 AL & ELT

University of Bejaia

A Thesis Submitted in Partial Fulfillment of the Requirement for the Master Degree in Science of Language and Didactics.

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Academic Year 2015/2016

ABSTRACT

In the recent years, the use of PowerPoint presentations in classroom instruction has significantly increased especially at tertiary level. In this regard, the aim of our study is to investigate whether using PowerPoint presentations in EFL lectures enhances both the EFL lectures at the University of Bejaia, and the EFL students' motivation and attitudes, or not. In order to answer the research questions raised in this study and achieve the objectives, we conducted a survey. The main instruments used were a questionnaire designed for Master 1 AL & ELT students, and an interview addressed to their teachers. The sample of population was 25 students made up of 6 males and 19 females. The number of the interviewed teachers was 9. The results revealed that PowerPoint presentations have a positive effect on EFL lectures at the University of Bejaia, and enhance students' motivation and attitudes towards lectures.

DEDICATION

Albert CAMU said that "*your successes and happiness are forgiven you only if you generously consent to share them*".   Accordingly, I dedicate this research work to all the persons who supported me, helped me, and where always by my side.

Firstly, I dedicate my dissertation work to all my family. A special feeling of gratitude to my loving parents, Ahcen and Soraya SADOUDI, whose words of encouragement and support ring in my ears. My siblings Zaki and Emilie have never left my side, and are very special to me.

Secondly, I dedicate my research work to my many friends, especially to my wonderful Nora, my amazing Sissa, my awesome Hana, and my lovely Lynda. Thank you for your friendship.

I, finally, dedicate my thesis work, and give special thanks to all the teachers who taught me from primary school to university because I believe that I learnt something useful and valuable from each one of them.

ACKNOWLEDGEMENTS

First and foremost, I would like to thank my parents for their countless love and support throughout my life. Thank you both for giving me strength to work hard and follow my dreams. My brother and my sister deserve my wholehearted thanks as well.

Secondly, I wish to express my sincere indebtedness and gratitude to the crucial role played by my supervisor Mrs.YAHMI-IMERZOUKENE. I would like to thank her for the countless hours of reflecting, reading and encouraging me, for her confidence in me, and especially for most of all patience throughout the entire process. In my opinion, she is the best supervisor ever because in spite her pregnancy, she demonstrated so much regards and attention to my work. She was always there when I needed her help.

Thirdly, I present my deep recognitions and regards to my jury members: Mrs. KHERZI, Mr. OUALI, and Miss SLIMI. Thank you for agreeing to evaluate my work. I would also like to acknowledge and thank the Department of English of the University of Bejaia for allowing me to conduct my research and providing any assistance requested.

Fourthly, I wish to acknowledge the support received from my friends: Nora, Sissa, Hana and Lynda. Thank you for your understanding, supporting and being always here when I needed you. Your friendship is so important to me. You, girls, made my experience at the University of Bejaia so wonderful and special.

Fifthly, I candidly thank all the teachers who answered to the interviews, and the students who completed the questionnaires. Thank you for your collaboration.

All in all, I would like to thank all the persons who believed in me, and supported me all along my life. I cannot list all the names because I am afraid to forget some, so to all of you thank you.

LIST OF ACCRONYMS

AL & ELT: Applied Linguistics and English Language Teaching.

EFL: English as a Foreign Language.

FL : Foreign Language.

ICTs: Information and Communication Technologies.

L2: Second Language.

Lrs: Learners.

LTM: Long Term Memory.

PPT: PowerPoint.

Ss': Students'.

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INTRODUCTION

1. Statement of the Problem

Although many new approaches to teaching English as a Foreign Language, at tertiary level, have been developed, the lecture remains an eminent feature of many courses. Indeed, "*lecturing is probably the oldest teaching method and still the method most widely used in universities throughout the world*" (McKeachie & Svinicki, 2006, p. 57).

Basically, lecture is a "*method of teaching by which the instructor gives an oral presentation of facts or principles to learners and the class usually being responsible for note taking, usually implies little or no class participation*" (Good and Merkel, 1959 cited in Gurpreet Kaur, 2011, p.10). According to Barnett (2006), "*when successful, lecture is an extremely efficient method of delivering vast amount of content in a variety of settings*" (cited in Gregory Jess L., 2013, p.116).

Nowadays, many lectures are accompanied by some written material presented on a chalkboard, whiteboard, or handouts in order to highlight and emphasize particular points. Lately, another method of presenting visual information with lectures has gained ground which is known as PowerPoint presentations.

PowerPoint is a software programme that has become a basic means of delivering presentations in lecture halls. Kip Gregory (2005) stated that "*more than 30 million presentations are delivered using the program (PowerPoint)*" (p.121). PowerPoint is a complete presentation program that allows teachers to create professional-looking presentations, and deliver content to an audience.

While the use of PowerPoint in the classroom has significantly increased globally in recent years (Bartsch and Cobern, 2003), not many studies have systematically investigated on its effects on students' learning. Accordingly, the present study aims at investigating the use of PowerPoint presentations in EFL lectures, and their existing effects on students' motivation and attitudes.

2. Research Questions

To attain the objectives of our study as well as the major problem of the present work, we aim at finding answers to the following research questions:

1) Do PowerPoint presentations improve traditional lectures?
2) Do PowerPoint presentations have any effects on EFL students' motivation and attitudes?
3) To what extent can PowerPoint presentations affect EFL learners' motivation and attitudes?

3. Hypotheses

Considering the aims we want to achieve, we hypothesize that:

1) If PowerPoint presentations are integrated in the language learning process, EFL lectures at the University of Bejaia can be improved.
2) If PowerPoint presentations are integrated in EFL lectures, EFL students' motivation and attitudes can be enhanced.

4.   Aim of the Study

The present study attempts to shed light on the current use of PowerPoint presentations during EFL lectures at the University of Bejaia. And, it investigates how this latter influences -either positively or negatively- the EFL learners' motivation and attitudes.

5. The Method

To investigate the effects of using PowerPoint (PPT) during lectures on EFL students' motivation and attitudes at the University of Bejaia, we see more appropriate to choose survey to carry out this research.

First, the survey is defined as "…*a systematic method for gathering information from (a sample of) entities for the purpose of constructing quantitative descriptors of the attributes of the larger population of which the entities are members*" (Groves et al. 2009, p.2). Therefore, the main data collection instruments used for this study are the questionnaire (designed for the students), and the interview (designed for the teachers).

The questionnaire is made up of fifteen (15) items. Thirteen (13) of the items are close-ended. That is, the students were asked to indicate the extent to which they agree or disagree with the item. Whereas, the two (2) last items are open-ended which require from the respondents to give their views and answer in their own words. Whereas, the interview consists of 5 questions aimed at building some arguments and strengthening our knowledge about the use of PowerPoint lectures as a method of teaching at the University of Bejaia.

6. Population and Sample

6.1. Population and Sample of the Students

Our research was carried out on Master one Applied Linguistics and English Language Teaching (AL & ELT) students enrolled at the University of Bejaia.

The questionnaire is designed for M1 AL & ELT. It is distributed to forty-four (44) students. There are many reasons behind choosing this population. First, Master one Applied Linguistics and English Language Teaching students can, as adult learners, get most of information from lectures. Indeed, adult **learners** are mature and self-directed. They feel the need to take responsibility for their lives. This is why; it is important for them to have control over their **learning**. Moreover, **they** are cognitively well equipped to take on the challenge of higher education. In other words, they developed the required skills for attending lectures such as: taking notes and listening. Furthermore, M1 AL & ELT students are aware of using technology in their learning process. i.e. Adult students, contrary to young ones, are more responsible and conscious of the use of technology. Finally, Master one AL & ELT class has the largest rate of teachers who use PowerPoint presentations in their lectures. In light of all these reasons, we find that the M1 AL & ELT students fulfill all the conditions required to achieve the objectives of our study.

6.2. Population and Sample of the Teachers

The interview of this research is designed for the teachers of English at the University of Bejaia. The interview is distributed to nine (9) teachers, and this represents a small percentage of the whole number of teachers at the Department of English of the University of Bejaia.

7. Research Outline

This research work starts with a general introduction to the thesis. It contains the statement of the problem, the research questions along with hypotheses, as well as the aim of the research. Add to the research method and design, and the population and sample.

The theoretical part includes one chapter (i.e. Literature Review) which comprehends a selective literature relevant to the study, and the significance of the researches related to our topic. The literature review is divided into four sections: The first section tackles the topic of lectures in ELT as a direct instruction model. The second section presents relevant information concerning PowerPoint tool. The third section provides theoretical background about motivation, and section four is devoted to attitudes. It includes definitions and students' attitudes towards PowerPoint Presentation and lectures.

The practical part includes three chapters. First, chapter two (i.e. Research Methodology and Design) describes the methodology followed to collect data. It includes the instruments, as well as the population and sample of this research. This phase is carried out through two main tools: questionnaires distributed to M1 AL& ELT students and an interview for teachers. Chapter three (i.e. Results and Findings) is devoted to the analysis of data collected by the different research tools. It depicts the responses of the participants about the issues of the research. Chapter four (i.e. Discussion) furnishes the discussion of the findings. That is, it gives an in-depth and detailed idea about the effects of PowerPoint presentation on EFL students' motivation and attitudes, along with some recommendations.

Finally, the conclusion constitutes the closing phase of our investigation. It summarizes the overall results and concludes the thesis.

Chapter One: Literature Review

This section provides a review of the literature deemed relevant to our research objectives. This includes a brief overview of the variables of this research. It includes relevant information about lectures and PowerPoint, as well as the concepts of motivation and attitudes.

1.1. Lectures

A lecture is a teaching strategy that consists of an oral discourse given by a teacher in front of an audience of learners for the purpose of instruction. Broadwell Martin (1980) stated that "*essentially, the lecture has been used down through the years as a means of transmitting cognitive/ factual data from a teacher to a group of students*" (p.3).

Originally, the word "lecture" dates from the 14th century, from the Latin *lectus,* it means "action of reading". According to Brown (1987), "*the term lecture was derived from the Medieval Latin "Lecture" to read aloud*" (cited in Gurpreet Kaur, 2011, p.9). However, it wasn't until the 16th century that the word lecture was used to describe an oral presentation delivered to an audience in order to teach them a subject. According to The 2nd Dubai International Conference in Higher Education (2014, p.284), a lecture is "*an oral discourse on a given subject before an audience for purposes of instruction is from the 16th century*". Basically, lectures are used to convey critical information, history, background, theories and equations. A politician's speech, a minister's sermon, or even a businessman's sales presentation may be similar in form to a lecture. Usually the lecturer stands at the front of the room and recites information relevant to the lecture's content.

Formerly, "*…in the medieval university, the practice of lecturing consisted of the instructor to read from an original source to a class of students who took notes on the*

lecture" (www.wikipedia.org). Afterword, throughout much of history, the spread of knowledge by way of handwritten lecture notes was a necessary and requisite element of academic life. Even in the twentieth century, many lectures were and still are accustomed to simply reading the lecture notes. Notes taken by students or prepared by a scholar for a lecture have sometimes gained broad diffusion, for example, the genesis of Ferdinand de Saussure's *Cours de linguistique générale*.

Nevertheless, over the years, lecturers have used what is commonly referred to as the "Chalk-talk" lectures which consists of "*the instructor, with chalk in hand, lectures and illustrates the lecture with chalk on the chalkboard*" (Broadwell Martin, 1980, p.13). After that, with the advent of other means of writing and lecturing at the same time, lectures became more sophisticated. They generally incorporate additional activities, such as overhead transparency projectors, writing on a whiteboard, class discussions, or student presentations. For Broadwell Martin (1980), "*the idea, of the course, is to enhance the words with pictures or additional words, drawn or written during the presentation*" (p.13).

Nowadays, with the development of the world and Information Communication Technologies (ICTs), the use of multimedia presentation software such as Microsoft PowerPoint has changed the form of lectures, e.g. video, graphics... etc may be included. Add to this, modified lecture format, generally presented in 5 to 15 minute short segments, is now commonly presented as video such as in the *Khan Academy* (A non-profit educational organization with the aim of providing a "free, world-class education for anyone, anywhere").

Even though the lecture method has been frequently criticized by professional educational, many professionals and scientists continue to give lectures, and students continue voluntarily to attend them. Therefore, the fact that lectures have survived to the numberless and opprobrious comments suggests that they are a much more effective teaching method than they are given credit for. In this context, McKeachie& Svinicki (2006) note that "*the*

lecture is probably the oldest teaching method and still the method most widely used in universities throughout the world" (p. 57). Thus, despite the availability of so many other methods of teaching, the lecture format is still being used.

1.1.1. Definitions of Lectures.

Based on a review of numerous studies, here are some definitions found for the word "Lecture":

A lecture (from the Latin 'lectus', meaning 'reading') is defined as one person speaking, more or less continuously, to a group of people on a particular subject or theme. For Howe (1980 cited in Gurpreet Kaur, 2011, p.10), the lecture occurs whenever a teacher is talking and students are listening. And, Bligh (2001) argues that "*lectures represent a conception of education in which teachers who know give knowledge to students who do not*" (cited in Smyth & Volker; 2013, p. 8).

Lecturing is a teaching method that involves, primarily, an oral presentation given by an instructor to a body of students. Many lectures are accompanied by some sort of visual aid, such as a slideshow, a word document, an image, or a film. Some teachers may even use a whiteboard or a chalkboard to emphasize important points in their lecture, but a lecture doesn't require any of these things in order to qualify as a lecture. As long as there is an authoritative figure (in any given context) at the front of a room, delivering a speech to a crowd of listeners, there is a lecture.

Accordingly, we assume that a lecture is an oral presentation conducted by a lecturer intended to present information or teach people about a particular subject, where one lecturer has the primary responsibility for "delivering content'" (Edwards, Smith and Webb, 2001). Lectures would normally be held in a lecture theatre and last between 1 to 3 hours. The number of students in a lecture may vary in size between 30 and 350 students.

Good and Merkel (1959, cited in Gurpreet Kaur, 2011, p.10) view the lecture as a method of teaching by which the instructor gives an oral presentation of facts or principles to learners and the class usually being responsible for note taking, usually implies little or no class participation. If possible, class participation takes place by means such as questioning or discussion during the class period. Ramsden (2003) describes this method as education through the transmission of information. And Monroe (1991) considers that, the lecture method may include formal disclosure of presentation of knowledge to students.

1.1.2. Lectures at University.

The lecture is one of the oldest and, maybe still, the most widely used teaching method in tertiary educational institutions. It has been a primary component in the teaching and learning programmes of Universities since the very early days of university education (Bligh, 2000; McKeachie, 1986, cited in Marmah, 2014, p. 602).

Lecturing is a common method of teaching in higher education. It is the standard and probably among the suitable teaching methods for most college courses. With large classroom sizes, where there can be several hundred students in the classroom at once, lectures let professors and teachers address a large number of students at once. For Stafford & Kelly(1993, p.1), the aims of lectures are different from those of small groups and laboratory sessions in that lectures are usually delivered to a large audience and are designed for specific purposes such as:

- Presenting information.
- Clarifying topics and issues
- Using the lecturer's time and expertise in an economical way.
- Providing students with the opportunity to benefit from the lecturer's experience and scholarship.

At university, the lecture is a teaching method where an instructor is the central focus of information transfer. Typically, the instructor stands before a class and presents information for the students to learn. Sometimes, he writes on a board or uses an overhead projector to provide visuals for students, and students are expected to take notes while listening to the lecture. Usually, very little exchange occurs between the instructor and the students during a lecture. This latter is used especially for communicating conceptual knowledge, and for introducing new subject or topic to learners. "*It is used to present new material not yet available in print or books*" (Killen 2007, p.128), and/ or making what is in books more clear and confront it to a debate.

In designing a lecture, it is always worthwhile to take time to plan effectively the lecture's content. The lecturer should make the material meaningful to students. That is, he needs to assess students' background knowledge of the topic, and which concepts and principles will be new information to students.

1.1.2.1. Suggested Format for a Lecture Plan.

The following format can be used to guide a simple lecture plan. Adapted from Stafford and Kelly (1993, p. 4-5-6)

The Purpose:	
The Starting Point:	
Learning Experience	**Resources**
1.	
2.	
3.	
Etc.	
Conclusion	
Observations	

Figure 1: The Lecture Plan

- ➤ **The Purpose:** the teacher should have a clear idea about the objective he is trying to achieve with the lecture. It is also a good idea to make the purpose clear for students at the outset.

- ➤ **The Starting Point:** To arrive at a satisfactory starting point, the teacher needs to determine the students' background so that this lecture can build on their existing experience. A brief revision of points made in previous lectures is necessary to bridge the gap between where the teacher left off last time and where he will start this time.

➢ **Learning Experiences**

In this section of the plan, the teacher decides on how he will teach aspects of the content. For instance; perhaps the teacher will plan to divide a one hour and half lecture into three thirty minute segments, covering three sub-topics. The teacher can, then, decide which approach would best suit each topic; thus, how he can explain or illustrate it, and encourage participation by students.

➢ **Resources**

This includes the means and instruments to use. In other words, each learning segment needs to be considered in terms of what resources will be most useful to achieve the teaching goals: handouts, overhead transparencies, video…etc.

➢ **Conclusion**

This is a very significant part of the lecture. The conclusion needs to provide:

• A review of what has been said or demonstrated in the lecture.

• An indication of how it will be extended into the next lecture; and

• An evaluation of students' understanding. In other words, at the end of the lecture, the teacher evaluates students by asking them questions about what has been taught. If there is enough time, the teacher goes back to the points that remain unclear; otherwise he explains them at the beginning of the next lecture, as a warming up.

➢ **Observations**

The teacher makes notes about his observations and reflections of the lecture and the way in which students responded to his teaching strategies. Looking back over these notes, he can reflect on the positive and negative aspects of a series of lectures and plan effectively for future ones.

1.1.3. Advantages of the Lecture.

The lecture method was criticized during the years about its effectiveness as a method of teaching. Nevertheless, Hergenhahn and Olson (1993) claimed that "*even with the possible shortcomings of the lecture, there appear to be at least three conditions under which its use is clearly justified*" (cited in Gurpreet Kaur, 2011, p.12).

First, during a lecture, the teacher can present a number of facts belonging to different subjects in a short time and in an impressive way. Freiberg and Driscoll (2000) stated that "*when there is shortage of time, the lecture method is the best to use*" (cited in Marmah, 2014, p.605). Furthermore, lecture is regarded as an efficient method to transmit content to a large group of learners. In fact, "*lectures can... present large amounts of information to large groups*" (Freiberg and Driscoll, 2000, cited in Marmah, 2014, p.605). Moreover, "*lectures appealed to those learners who were... auditory*" (Stremba &Bisson, 2009, p.36). The lecture method is the suitable method for learners who learn by listening, and have a good auditory memory.

Add to this, lectures can show how experts in a field think, how they approach questions, and how they try to solve a problem. Thus, a good lecture can sometimes motivate students to learn, especially when this is delivered by an actually-present individual, this can create a here-and-now social situation which makes lectures easier to attend, and allow developing trust between lecturer and class. Beside, Kauchak and Eggen (1988, cited in Gurpeet Kaur, 2001, p.9) concluded that lectures remain popular for several reasons:

1. They are flexible and can be adapted to a wide range of subjects;

2. They are efficient; planning time is devoted to organizing the context;

3.   Less attention has to be devoted to teaching strategy; and

4. Lectures are easier to learn than most other instructional strategies.

1.1.4. Disadvantages of Lectures.

The lecture has also some serious limitations when it becomes the primary means of instruction. In fact, Dixon (2010) stated that "*lectures were once useful; but now, when all can read, the books are so numerous, lectures are unnecessary*" (p.145), he added that *"if your attention fails and you miss part of a lecture, it is lost; you cannot go back as you do upon a book*" (ibid).

First and foremost, in a traditional lecture, the students are mostly passive. Lecturing lacks learner participation, and the teacher works harder than the learners. "*He (the teacher) learns more than the learners*" (Killen 2007 cited in Marmah, 2014, p.605). An added constraint is that, lecturing is not suited for higher levels of learning: comprehension, application, analysis, synthesis, evaluation (Bloom et al., 1956), and creativity (Anderson and Krathwohl, 2001). In fact, the lecture method can stifle learners' creativity (Killen 2007), and lectures cannot teach motor skills, influence attitudes and values, teach application, analysis, synthesis or evaluation (Jarvis 2006).

Moreover, lectures do not take into account the learners' learning styles (rate of learning, cognitive skills, relevant background knowledge, interest in the subject matter…etc), and assume that all learners have the same learning styles (Killen 2007). For example: if the lecturer is very fast, the learner cannot easily take notes and will not have any written record of the salient points made out .Consequently, students may actually differ greatly in their level of understanding. Finally, Lectures cannot keep student attention for a long time or for the whole lesson. Evidently, "*when the lecture begins, most students are paying close attention… [and] for most students that attention lasts for about 10 minutes*"(Benjamin, 2002, p.63 cited in Wilson & Korn, 2007, p.85). Thus, information tends to be forgotten quickly if taught through the lecture method.

All in all, the lecture method, as any other teaching method, has its own strengths and weaknesses. And, it can be an effective and enjoyable learning experience if attention is paid to some basic techniques in planning, delivery and management of the lecture situation.

1.2. PowerPoint

Technology, today, is in every schools and used by every society. It has been successfully employed in various spheres, particularly, the educational one. Because, technology has always existed for the current youth generation, many researchers suggested to integrate it in education, and pointed to the great value that it brings especially for motivating students and increasing achievement. Indeed, technology is available in education, and it is changing the way instructors think about teaching and the way students think about learning. A review of studies conducted by the Chief Executive Officer (CEO) Forum (2001) emphasizes that "*technology can have the greatest impact when integrated into the curriculum to achieve clear, measurable educational objectives.*" (cited in Tomei, 2008, p.167). Thus, the most popular and widely used technology in the educational realm is Microsoft PowerPoint.

PowerPoint is now regarded, by many, as the most useful and accessible software to create and present visual aids to the audience. According to Gordon (2007), "*presentation software is an authoring computer application that makes it possible to combine text, graphics, images, and sound to create sophisticated multimedia presentations.*" (p. 192). Microsoft PowerPoint is the most widely applied software in teaching; however, "*its use is far from controversial in this educational context and opinions as to its use range from highly supportive to significantly negative*" (Szabo & Hastings, 2000; Lowry, 2003).

1.2.1. Definition of PowerPoint

As a part of the Microsoft Office suite, PowerPoint is a presentation program that first appeared in the world of business, then has become commonplace in the world of educational technology. Basically, PowerPoint is regarded by many as the most useful and accessible way to create and present visual aids to the audience. PowerPoint has now become the world's most widely used presentation program in the field of education.

Microsoft PowerPoint is a presentation program developed by Microsoft Corporation. According to the online Oxford dictionary, "*PowerPoint is a software package designed to create electronic presentations consisting of a series of separate pages or slides*" (www.oxforddictionaries.com)**.**

1.2.2. Brief History

Microsoft PowerPoint is a slide show presentation program developed by Microsoft. PowerPoint was, initially, named 'Presenter', according to Austin, Rudkin and Gaskins (1986, p.2), "*presenter is a program designed primarily for producing overhead slides*" (cited in Knoblauch Hubert, 2013, p.31). Presenter was created by Dennis Austin and Thomas Rudkin at Forethought Inc. It was renamed as PowerPoint in 1987. In August of 1987, Microsoft bought Forethought for $14 million and turned it into its graphics business unit, where the company continued to develop the software. Knoblauch Hubert stated that "*Microsoft acquired Gaskin's Forethought for $14 million in August 1987*" (2013, p.31).

The PowerPoint program knew many changes and developments from its creation to today. The first version of PowerPoint was launched together with Windows 3.0 in 1990. It allowed slide progression in one direction - forward - and the amount of customization was fairly limited. Then, PowerPoint experienced a very significant change in PowerPoint 97, which added predefined transition effects and allowed the user to time them appropriately so

that slides would transition automatically. In such respect, Knoblauch Hubert stated that "*from 1997 it (PowerPoint) included animated slide transition, automatic layouts, clip files…*" (2013, p.33).

After that, "*PowerPoint 2000 introduced a clipboard that could hold multiple objects at once, and the Office Assistant was made less intrusive* "Swartz (2003, np). PowerPoint 2002 widely adjusted and modernized the animation engine, allowing users to create more advanced and custom animations. According to Gaskin (2009, np), "*PowerPoint was being used over 500 million people worldwide, with over 30 million PowerPoint presentations made every day*" (cited in Knoblauch Hubert, 2013, p.33-34). Therefore, "*in 2003, the revenues of Microsoft accounted for $ 1 billion*" (Knaublauch Hubert, 2013, p.33).

Finally, PowerPoint 2011 enables to remove image backgrounds, and provides additional special effects for pictures, such as 'Pencil effects'. In fact, PowerPoint 2011, according to Johnson Steve (2013), "*provides a variety of different formatting options- such as Pencil Sketch…*" (p.171). There are many other versions of Microsoft PowerPoint (e.g. PowerPoint 2013 and PowerPoint 2016). Each year, the last version of PowerPoint is overhauled and evolved to fit with the world's technological developments and changes.

1.2.3. Advantages of PowerPoint

PowerPoint Presentation offers infinite benefits and advantages for both its users and audience.

First and foremost, PowerPoint slides are generally easy to see by a large audience, and allow the creation of high-quality presentations with stunning graphics. Herolson Alexander (2015) argues that "*presentations can be made special adding amazing visual*

effects with images, sounds and videos" (np). Thus, PowerPoint captivates the audience's attention and focus on the message through its use of images, audio and video materials. In fact, Sebok claimed that "*…PowerPoint slides can have movement to direct the audience's attention to the point being made*" (2013, p.410).

Moreover, PowerPoint is easy and quick. Tufte (2003, p.184) stated that PowerPoint is "*three times faster than a presenter can talk*" (cited in Knoblauch Hubert, 2013, p.42). One can easily advance the slides in the presentation with a simple key stroke**.** Besides, PowerPoint is clear and organized, and can simplify complicated messages to accessible information in form of bullet points. These latter are a good basis for the presentation and remind the speaker of the main points of the message, and provide a clear outline for the audience in order to construct correct knowledge in mind. Wlodkowski & Ginsberg (2010) stated that "*PowerPoint… can clarify, illustrate and organize complex materials…*" (p.36).

Furthermore, PowerPoint can be used to perform a variety of manipulations, such as editing text, bringing changes, adding charts and graphics... etc before printing it out. The PowerPoint slides are completely customizable to fit one's needs, preferences and wishes. Herolson Alexander stated that "*it* (PowerPoint) *comes with templates in over 40 categories where the user will be sure to find one suits their needs*" (2015, np). Thanks to PowerPoint, it became easy to create a colorful and attractive design by using the standard templates and themes.

Finally, PowerPoint enables to share the presentation and information with individuals who were unable to attend the original presentation. Consequently, for Coombs Norman, "*the ability to deliver content in multiple modes means that no learner group needs to be excluded*" (2010, p.59). Indeed, now, people can upload their presentations to the websites such as YouTube with everything featured in their work including all of the slides, commentary and transitions, and make it accessible to other people. Coombs Norman argued

that "*PowerPoint can be made accessible online in a variety of formats ...that can be accessed or downloaded*" (2010, p.6).

1.2.4. Disadvantages of PowerPoint

Although PowerPoint may offer multiple and numerous advantages to its users, it can; however; present some drawbacks and weaknesses.

Firstly, it is very important to know that some of the features of PowerPoint can be quite complicated to use and even the simple ones require some getting used to. Failures in a PowerPoint presentation can be a possible thing. Zimmerman & Zimmerman (2013) claimed that "*even the best-planned and practiced presentation can fail*" (p.43). Truly, the component system sometimes does not work as expected; for instance, when presenting, in case of incompatible media or software conflicts and disk space barriers, one cannot rely on another computer or laptop to run his presentation.

Add to this, sometimes, PowerPoint users tend to oversimplify the topics. Tufte (2003, p.158) stated that "*the cognitive style harms the quality of thought for the producers and consumers of presentations*" (cited in Knoblauch Hubert, 2013, p.42). Because of its linear nature, PowerPoint pushes the presenter to reduce complex subjects and contents into a set of bullet items that are too weak and simple to support decision-making or show the complexity of an issue. Keller (2003, p.2) argued that "*…a complicated nuanced issue invariably is reduced to headings and bullets*" (cited in Knoblauch Hubert, 2013, p.39).

Another issue in using PowerPoint is that users focus more on the medium rather than on the message. i.e. many people forget that they are making a presentation to convey information and knowledge. They take more time and efforts to design the appearance and the look of the presentation rather than preparing a significant and pertinent content. Clearly, if a PowerPoint presentation includes too many animations and sound effects without seeing

much original thought or analysis, it can distract the audience from the actual information in the presentation and shoves the message aside. Gross Davis Barbara (2009) claimed that "*students tend to be satisfied with the presentations, but the impact on student learning is mixed*" (p.453).

Besides, in the field of education, the most common weaknesses of PowerPoint use include boring and Monotonous slides. Too many texts on the slides, the over use of slide transitions and too much animation hinder the learners' understanding, thus their interest to the presentation. Therefore, "*If there are too many lines in a slide, when projecting, students may soon feel tired or disappointed when they find it is difficult to follow the instructor*"(Xingeng and Jianxiang, 2012, p.63).

Finally, a huge range of information are presented too fast .That is, if there are too many lines in a slide, when projecting, the audience may soon feel tired or disappointed especially whenever they find it difficult to follow the presenter. Kerr Cherie stated that

> *PowerPoint slide or video segment…when we get too intellectual…too in depth…we slowly strangle the show. And you know what that means: the audience feels chocked and soon they're unconscious* (2001, p.27).

1.2.5. PowerPoint Lectures

Teaching in colleges and universities is generally performed in large groups with more than 100 students present (Marmah, 2014, p.601). It seems that lecture is the suitable teaching method to teach this huge number of learners at once is the lecture. In this respect, "*the lecture model is the traditional style of teaching still found in many schools and colleges*" (De Cecco and Crawford, 1977). Nevertheless, in the last years; with the technological development; questions about the traditional lecture's effectiveness as a method of teaching started to disturb and disquiet professionals of education. Consequently, researchers and

professionals suggested solutions and alternatives to enhance traditional "chalk-and-talk" lecture and tried to update it into a more modern and interactive one presented via PowerPoint. Since PowerPoint provides infinite benefits for presenting language instructions in a simplified, attractive yet effective way. That is why; many language teachers are embracing PowerPoint software as an instructional tool for bettering and improving their lectures. Since, many believe that using PowerPoint Presentations with students is a productive learning activity (Hlynka& Mason, 1998).

Many researchers claim that teaching English as a foreign language (EFL) is not an easy task, and sometimes poses some hindrances for teachers to present the content of their lectures in an organized and well timed way, yet PowerPoint can be a helping hand because its slides may be systemically organized. The clear outline can be helpful for students to construct correct knowledge in mind and for teachers in achieving the objectives of the lecture.

In EFL lectures, it is very difficult to attract and sustain the learners' attention .Karen Wilson and Korn (2007) claimed that "*authors have written that student attention during lectures tends to wane after approximately 10 to 15 min (e.g.,* Davis, 1993, p. 113; Goss Lucas & Bernstein, 2005, p. 63; Wankat, 2002, p. 68*)*" (p.86). Whereas, PowerPoint Presentation can contribute a lot in attracting learners' attention and maintain it through its use of various graphic, visual and audio-visual features. Evidently, when attention is directed towards a subject, this latter is memorized, thus recalled. Several studies point to the idea that graphics improve student recall (ChanLin, 1998, 2000; Lowry, 1999; Szabo & Hastings, 2000).

Sometimes, EFL learners find difficulties to grasp and understand certain abstract and complicated contents, for instance, how information circulates from the environment to the long term memory (LTM). However, by presenting PowerPoint slides inserted with pictures,

flow charts, schemas, even video clips, the lecture may become vivid and attractive to students. PowerPoint also helps in making EFL lectures highly interactive. Furthermore, the amount of information transferred in a PowerPoint presentation is much more noteworthy compared with a traditional lecture which is often limited by the writing speed of the instructor on chalkboard. Finally, Susskind (2005) stated that "*they [students] reported that the lectures were more interesting and enjoyable with PowerPoint and that they were more motivated to attend those classes*" (p.6). In other words, PowerPoint contributes not only in making the teaching and learning of English interactional but also a fun and rewarding experience.

With these practical advantages, it is obvious that an attempt must be done to integrate PowerPoint presentation tool into language teaching and instructions especially into lectures. With the various handy benefits embodied in its use, PowerPoint Presentation can definitely be a great help and boon for both EFL teachers and learners.

PowerPoint is widely used to support lectures across a wide range of disciplines. This present research focuses on two main aspects of students' experiences. Firstly, how their motivation is affected by the use of PowerPoint presentations. Secondly, how this latter can impact on their attitudes. In this context, Harrison (1999, np) argues that *"PowerPoint enhances instruction and motivates students to learn*". And, Parks (1999, np) reports that "*students liked the lecture outline and graphs on the screen, and that the PowerPoint presentation had a positive influence on students*".

In conclusion, PowerPoint is a powerful teaching tool. Both its advantages and disadvantages should be recognized. There are many benefits of the use of PowerPoint Presentation as discussed above, and they should content and satisfy the EFL teachers willing to integrate this technology in their teaching process.

1.3. Motivation

For many researchers, motivation can be the basic reason that pushes people to furnish efforts when undertaking any activity. According to Harmer (1988), "*motivation is some kind of internal drive which pushes someone to do some things in order to achieve something*" (p.51). Although motivation is a term often used in both educational and research contexts, it is rather astonishing to observe how there is little agreement among scholars with regard to the exact meaning of this concept. Indeed, motivation is very hard to define, as Gardner (2006) states that "*motivation is a very complex phenomenon with many facets…Thus; it is not possible to give a simple definition*" (p.242). Therefore, it sounds evident that this concept has been studied differently by different schools of thoughts (Behaviourist, Cognitivist…etc), which gave birth to various and numerous approaches to motivation.

Even though the term "motivation" has been viewed from different perspectives, researchers seem to be in accord that motivation is responsible for determining human behavior, guiding it and maintaining its direction. In fact, motivation is an essential component to almost any aspect of both human life and development. It is one of the most complex and slipperiest concepts in educational psychology. Westwood (1992) stated that "*motivation is multifaceted. It is a complex concept with several elements and the possibility of multiple determinants, options and outcomes*". (p.288)

1.3.1. Definition of Motivation

The notion of motivation is perceived differently from one person to another. It is one of those terms which have as much meanings as there are people using it. This is a real fact, and we cannot deny that *'motivation'* does not have one single definition; however, there are some common understandings and agreements regarding this concept.

First, motivation can be defined as the process that initiates, maintains and guides action and behaviour. In fact,

the term motivation refers to factors that activate, direct, and sustain goal-directed behavior... motives are the "whys" of behavior - the needs or wants that drive behavior and explain why we do what we do. We don't actually observe a motive; rather, we infer that one exists based on the behavior we observe." (Nevid, 2014, p.278).

Moreover, Myers David (1996) looked that "*motivation as a need or desire that serves to energize behaviour and to direct it towards a goal.*" (p. 297). Loewen and Reinders (2011, p.119) define motivation as "*a psychological construct that refers to the desire and incentive that an individual has to engage in a specific activity*". That is, the inner power or energy that pushes one toward performing a certain action. Moreover, Williams and Burden (1997) argue that motivation is "*a state of cognitive and emotional arousal*", which "*leads to a conscious decision to act*", and gives rise to "a *period of sustained intellectual and /or physical effort*" in order to "*attain a previously set goal or goals*" (p.120). Finally, according to the online Oxford Dictionary, motivation is "*a reason or reasons for acting or behaving in a particular way*", and "*desire or willingness to do something; enthusiasm*" (www.oxforddictionaries.com).

Motivation has been viewed differently by the different schools of thought. From the behaviouristic point of view, motivation is "*quite simply the anticipation of reward*" (Brown, 2000, p. 160). While, the cognitivists regard it differently, Keller (1983, p.389, cited in Brown, 2000, p.160) stated that motivation is related to "*the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they exert in that respect*". However, the constructivists highlighted motivation by putting "*further emphasis on social contexts as well as the individual's decisions*" (ibid). Despite the differences, in all the

definitions of motivation given by the three schools of thought, the concept of "needs" is emphasized, that is, "*the fulfillment of needs is rewarding, requires choices, and in many cases must be interpreted in a social context*" (ibid, p.161).

1.3.2. Components of Motivation

Jones et al (2000, p. 427) defined motivation as "*psychological forces that determine the direction of a person's behavior, a person's level of effort, and a person's level of persistence in the face of obstacles*". Basically,

> *anyone who has ever had a goal probably immediately realizes that simply having the desire to accomplish something is not enough. Achieving such a goal requires the ability to persist through obstacles and endurances to keep going in spite of difficulties* (Manichander T., 2016, p.59).

i.e. each individual has a desire and a wish to accomplish some things in his life, and this is not really rocket science, but what is actually difficult is to have the ability to persist through obstacles to accomplish such a goal. It is assumed that understanding motivation is the key to success, for Schramm, "*understanding motivation is the key*" (2011, p.193). Therefore, there are three key elements that you should take care of to achieve successful motivation, and "*these are: activation, persistence and intensity*" (Manichander T., 2016, p.59). If any of these three elements is missing, motivation will fail, so all of them are equally important. Let's discuss each of these three key elements one by one.

1.3.2.1. Activation

Activation consists of the first steps toward a goal. For Manichander T. (2016), "*activation involves the decision to initiate a behavior*" (p.59), such as undertaking a research work or working out. Activation also includes direction which is the guidance of efforts

towards a target goal or objective. In other words, one should direct his endeavors towards the right goal to trigger the right behavior, thus achieving the intended aim(s). Triggers and goals need to be very clear, and the quality of direction of one's motivational efforts should be well-channeled and well-directed. Lastly, one should believe in what he is trying to achieve.

1.3.2.2. Persistence

Persistence reflects how long a person is motivated. That is, "*the continued effort toward a goal even though obstacles may exist*" (Manichander T., 2016, p.59). Certainly, motivation should be long and persistent enough to achieve the desired results. It is simply not enough to work hard if it is not for long enough. "*An example of persistence would be undertaking a research work in order to earn a degree although it requires a significant investment of time, energy and resources*" (ibid). Thus, if the persistence is long enough – along with the intensity and right activation – the goal will be achieved.

1.3.2.3. Intensity

Intensity, according to Manichander T. (2016), *"can be seen in the concentration and vigor that goes into pursuing a goal" (p.59). In other words, intensity is the energy and attention that goes into pursuing a goal. Sometimes, being motivated is just not enough, but being really motivated is. The intensity of motivation is greatly dependent on how hard a person tries to achieve his goal, and on one's goals and rewards. Therefore, if an individual really wants something, the intensity of motivation will be high.*

Frequently, people set out to accomplish many tasks, but they quickly stumble and realize that they are no longer motivated enough. This is because one of the three key components of motivation is missing .During the motivation process, the individual has to be completely determined and committed to his objective. Thus, one important comment that can

be made, is that people should consider the three key elements of successful motivation (i.e. activation; persistence and intensity) in order to achieve their goals.

1.3.3. Types of Motivation

Basically, people know from an early age that motivation pushes them to want to learn and exhibit different sorts of behaviors, and awaken a desire to accomplish new deeds of success. As they grow and mature through the different stages of life, people hopefully learn what motivates them and what does not. Thereby, there are many different forms of motivation, each one influences behavior in its own way according to people's personalities, wants, goals...etc. we are going to discuss only three categories, that are directly related to our topic.

1.3.3.1. Positive Vs Negative Motivation

According to Parag Diwan(1998), "*motivation may be of two types: positive and negative*"(p.201).

1.3.3. 1. A. Positive Motivation

Positive motivation, for Parag Diwan(1998), "*induces people to do work in the best possible manner to improve their performance*"(p.201). For example: one can be positively motivated about going to school because he likes his classmates and some subjects. Positive motivation offers some rewards to people for acting in the desired manner. It is concerned with the incentives, rewards and facilities provided to people for their better performance. "*Positive motivation seeks to create a brighter, more cheerful and optimistic atmosphere*" (ibid). In other words, positive motivation is a tool for creating an interest in the mind of people for better performance in each work they undertake.

1.3.3.1. B. Negative Motivation

Negative motivation means the act of forcing people to work by means of threats and punishment. "*It is based on the concept that if a worker fails in achieving the desired results, he should be punished*" (Parag Diwan, 198, p.201). i.e. it is the negative treatment exercise on the persons who are not performing their work as expected. Provisions relating to demotion, dismissal, transfer, penalties, group rejection, etc. are few examples of negative motivations. For instance: one can be negatively motivated about going to school because he was threatened by the teacher to be punished if he is absent. For Parag Diwan (1998), "*negative motivation aims at controlling the negative efforts of the work*" (p.201). This technique seeks to prevent people from undesirable behavior.

In short, "*both positive and negative motivation aim at inspiring the will of people to work, but they differ in their approaches*"(ibid). While, one induces people to work in the best possible manner by providing better incentives, the other tries to incite individuals by punishing them and cutting their facilities and amenities on the belief that man works out of fear.

1.3.3.2. Intrinsic Vs Extrinsic Motivation

According to Annetta et al (2010), "*there are two types f motivation: intrinsic and extrinsic*" (p.97).

1.3.3.2. A. Intrinsic Motivation

Otis et al. (2005) define intrinsic motivation as "*engaging in activities for inherent reasons*" (cited in Makowka Tara L., 2007, np). Cherry Kendra (2016) added that "*intrinsic motivation involves engaging in behavior because it is personally rewarding; essentially, performing an activity for its own sake rather than the desire for some external reward*".

Besides, Mahadi & Jafari (2012) stated that *"intrinsic motivation is essential and fundamental for the integration process through which elements of one's accessible internal awareness and knowledge is assimilated or mixed with new knowledge"* (p.232). Thereby, intrinsic motivation is the eagerness and interest to do and take part in some activities because an individual feels that they are attractive and pleasant. Significantly, *"when intrinsically motivated, individuals will perform an activity because they experience satisfaction with themselves while doing it"* (Makowka Tara L., 2007, np).

Cherry Kendra (2016) gave some examples of actions that are the result of intrinsic motivation:

- Participating in a sport because you find the activity enjoyable
- Solving a word puzzle because you find the challenge fun and exciting
- Playing a game because you find it exciting

For Cherry Kendra, in each of these instances, the person's behavior is motivated by an internal desire to participate in an activity for its own sake.

1.3.3.2. B. Extrinsic Motivation

Otis et al (2005) define extrinsic motivation as *"engaging in activities for instrumental reasons. Instrumental reasons can include verbal reinforcement, rewards, grades ...etc"* (cited in Makowka Tara L., 2007, np). According to Cherry Kendra (2016), *"extrinsic motivation refers to behavior that is driven by external rewards such as money, fame, grades, and praise. This type of motivation arises from outside the individual, as opposed to intrinsic motivation, which originates inside of the individual"*. Add to this, *"extrinsic motivation is the propensity to take part in activities because of the reasons which do not link to the activity. These reasons can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark"* (Vansteenkiste, Lens, & Deci, 2006 cited in Mahadi & Jafari,

2012, p.232). Thus, extrinsic motivation occurs when individuals are motivated to perform a behavior or engage in an activity to earn a reward or avoid punishment. Importantly, "*those who are extrinsically motivated perform and do affairs as they think that their contribution will cause enviable results like a reward, teacher admiration, or evasion (prevention) of punishment*" (Pintrich & Schunk, 1996 cited in Mahadi & Jafari, 2012, p.233).

Cherry Kendra (2016) presented examples of behaviors that are the result of extrinsic motivation:

- Studying because you want to get a good grade

- Cleaning your room to avoid being reprimanded by your parents

- Participating in a sport to win awards

- Competing in a contest to win a scholarship

For Cherry, in each of these examples, the behavior is motivated by a desire to gain a reward or avoid an adverse outcome. Figure 2 shows the difference between intrinsic and extrinsic motivation (retrieved from https://smartprimaryed.com/2015/06/05/discussion-motivation/).
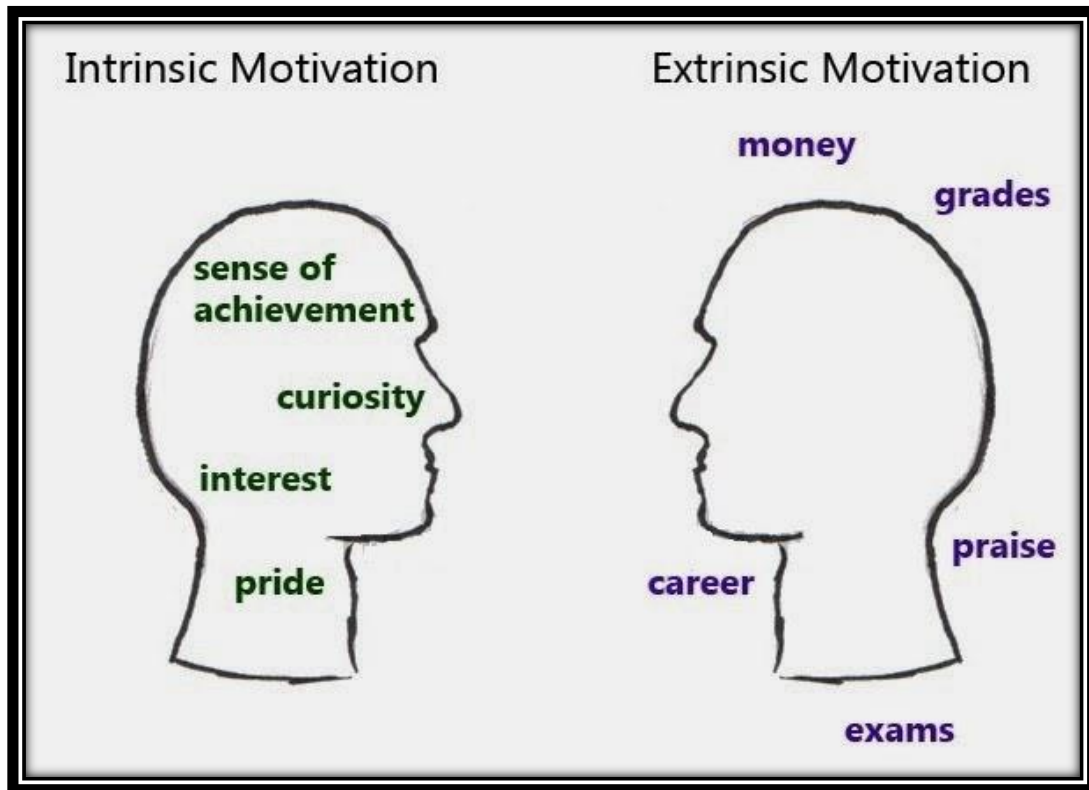
Figure 2: Intrinsic and Extrinsic Motivation

(retrieved from https://smartprimaryed.com/2015/06/05/discussion-motivation/)

1.3.3.3. Instrumental Vs Integrative Motivation

According to Gass & Selinker (2001), "*Gardner…differentiates between two types of motivation: integrative and instrumental*" (p.352).

1.3.3.3. A. Instrumental Motivation

Gardner (1983, p.203) defined instrumental motivation as "*learning a language because of someone or less clearly perceived utility it might have for the learner*". For Saville-Troike (2006), "*the instrumental motivation is connected to the desire to learn a language to increase occupational or business opportunities, but also to get prestige or power*" (p.87). Actually, instrumental motivation is the desire to learn a second or foreign language in order to use it as an instrument, a tool or a bridge to reach a more important goal;

for example a Biology student wants to learn English in order to find a job in an English Laboratory. In fact, "*with instrumental motivation the purpose of language learning is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, or achieving higher social status*". (Norris, 2001, np).

1.3.3.3. B. Integrative Motivation

On the other hand, integrative motivation was defined, by Gardner, as "*learning a language because the learner wishes to identify himself with or become integrated into the society*" of the target language (1983, p.203). In integrative motivation, the language is learned because of a desire to integrate and belong to the community where the language is spoken. Consequently, a learner is integratively motivated when he learns a language because he wants to "*know more of the culture and values of the foreign language group… to make contact with the speakers of the languages… to live in the country concerned*" (Wilkins, 1972, p.184).

1.3.4. Motivation and Language Learning

In language learning, students have conscious knowledge of the new language and can talk about that knowledge. One definition of learning might be read as follows, "*learning is relatively permanent change in behavioral tendency and is the result of reinforced practice*"(Kimble and Garmezy 1963, p.133). In other words, learning is to get knowledge about a subject or a skill by study, experience, or instruction, and this is not always a piece of cake. For example, in dealing with a difficult language, learners face plenty of obstacles and hindrances that might prevent them from learning a new language. Thus, learners often have to develop and use a wide range of learning strategies to help guarantee success.

One important factor that affects language learning is motivation. Indeed, Lifrieri (2005, p. 4) points out that "*when asked about the factors which influence individual levels of success in any activity – such as language learning–, most people would certainly mention motivation among them*". In fact, motivation has been widely recognized by scholars, researchers, and teachers as one of the major variables that determine the level and success of second and foreign language learning. In this context, McDonough (1983, p.142) states that "*motivation of the students is one of the most important factors influencing their success or failure in learning the language*", and "*motivation is not only a desirable but often also a necessary accompaniment of learning*". (Blum & Neylor, 1968, p. 250).

Motivation is a key factor in learning and achievement of students at all level of school from primary to college level. Saville-Troike (2006) claims that

Individual motivation is another factor that is used to explain why some L2 learners are more successful than others. The level of effort that learners expend at various stages in their L2 development depends on how motivated they are to learn. The more motivated students are, the easier they will learn a new language", he added that "*motivation is often one of the keys to the ultimate level of proficiency* (p.85-86).

For many researchers, motivation has a relevant role in language achievement and success. Thus, students with high level of motivation are more likely to achieve success comparing to those with low level of motivation. Gardner (2006, p. 241) claimed that "*students with higher levels of motivation will do better than students with lower levels"*. For André Iland (2013), "*motivation promotes self-development and self-efficacy"* (p.13), he added that *"motivation helps a person utilize ...resources effectively. When this happen, productivity...is increased, the squandering of resources is minimized, and efficiency is improved"* (ibid). Moreover, several researches show that motivated learners are more likely

to undertake challenging activities, to be actively engaged, to enjoy and adopt a deep approach to learning, and to exhibit enhanced performance, persistence, and creativity (Schunk et al., 2008). In this context, Gardner (2006) stated that "*if one is motivated, he/she has reasons (motives) for engaging in the relevant activities, expands effort, persists in the activities, attends to the tasks, shows desire to achieve the goal, enjoys the activities, etc*" (p. 243).

Manifold researchers have stressed the role of motivation in learning a second language (L2). Gardner (1985), an early advocate in this discipline, identifies L2 motivation as "*the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity*" (p. 63). In particular, Oxford and Shearin (1994) have examined a number of motivational theories and six variables that influence motivation in language learning (Al-Bustan & Al-Bustan, 2009, cited in Al Othman & Shuqair, 2013, p.124):

- Attitudes (i.e. sentiments towards the target language).
- Beliefs about self (i.e. expectations about one's attitudes to succeed, self-efficiency, and anxiety).
- Goals (perceived clarity and relevance of learning goals as reasons for learning).
- Involvement (i.e. extent to which the learner actively and consciously participates in the learning process).
- Environmental support (i.e. extent of teacher and peer support).
- Personal attributes (i.e. aptitude, and language learning experience).

Saville-Troike (2006, p.86) states that "*motivation is usually recognized as being of two types*", and Brown (2000) asserts that studies of motivation of second/foreign language learners often refer to a distinction between two types of motivation namely, instrumental versus integrative motivation. According to Gardner and Lambert (1972), there are two types

of motivation: integrative and instrumental. For Mahadi & Jafari (2012), *"integrative motivation means learning the language with the intention of participating in the culture of its people. It occurs when the student likes to join or be a member of the certain crowd and the culture"* (p.232). Whereas*, "instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or further useful motive. It crops up when the learner anticipates numerous benefits that he proposes to have while learning some particular language*" (ibid).

Apart from Gardner's integrative and instrumental constructs, Cooper and Fishman (1977) mentioned a third type of motivation which they termed "developmental". Developmental or personal motivation, according to them, refers to motivation relating to "*personal development or personal satisfaction*" (Cooper & Fishman, 1977, p. 243). This type of motivation comprises *"leisure time activities, meant to fulfill you at the very personal level: listening to /understanding music, watching movies and reading books in English*" (ibid). i.e. Developmental motivation is closely related to activities resulting in personal gratification and contentment.

Clearly, instrumental, integrative and personal reasons will be considered as far as the students' motivation is concerned. Spolsky (1989) stated that "*a language may be learned for any one or any collection of practical reasons*" (p.160).This view is also supported by Crookes and Schmidt (1991) who regarded motivation in learning a second/foreign language as "*the learner's orientation with regard to the goal of learning a second language*" (p. 10). E.g. in 1993, Sarjit (as cited by Al-Tamimi & Shuib, 2009, p.34) concluded in her study that her participants were mainly motivated to learn the second language because of its instrumental use which supported their personal need to improve in their domain. While, in the Arab context, Qashoa (2006, as cited by Al-Tamimi & Shuib, 2009, p.35) concluded that

students were only motivated to learn the language because of its instrumental use- to pass the exams.

All in all, The above-mentioned types of motivation should be seen as complementary to each other, rather than oppositional or distinct because motivation can be increased or decreased based on many different factors whether instrumental , integrative or developmental. According to Ellis (1997, p.76), "*motivation is not something that a learner has, or does not have, but rather something that varies from one moment to the next, depending on the learning context or task*".

1.4. Attitudes

Attitudes have long been considered a central concept of social psychology. In fact, early writers have defined social psychology as the scientific study of attitudes. Significantly, Allport Gordon (1954) claimed that "*this concept is probably the most distinctive and indispensable concept in contemporary American social psychology*" (p. 43). According to Allport's view (1935), the popularity of the concept of attitudes "*is not difficult to explain. It has come into favor, first of all, because it is not the property of any one psychological school of thought . . . furthermore, it is a concept which escapes the ancient controversy concerning the relative influence of heredity and environment . . . The term is likewise elastic enough to apply either to the dispositions of single individuals or to broad patterns of culture*" (p. 798).

Attitudes are important factors in language learning. Ellis (1994) claims that *"one set of variables which have been found to be of major importance is learner attitudes"* (p.197). Basically, attitudes influence the behavior of individuals. According to Crano & Prislin (2011), "*attitudes are important because they shape people's perception of the social and physical world and influence overt behaviors*" (n.p). Therefore, this part is dedicated to the

concept of attitudes. It presents and discusses about the definition, types and components of attitudes.

1.4.1. Definition of Attitudes

There is no specific definition to the term "Attitudes". Allport (1935) offered several definitions of attitude that others before him had generated, but for the context that suits our study, attitudes is defined as "*a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related*" (p. 810).

The initial definitions of attitudes were broad and enclosed cognitive, affective, motivational, and behavioral components. According to Pickens Jeffrey (2005), "a*ttitudes are a complex combination of things we tend to call personality, beliefs, values, behaviors, and motivations*" (p44). Krech and Crutchfield (1948) stated that "*an attitude can be defined as an enduring organization of motivational, emotional, perceptual, and cognitive processes with respect to some aspect of the individual's world*" (p. 152). During the following decades, the concept of attitude has narrowed down, and was reduced to its evaluative component. In the brief words of Bem Daryl, "*attitudes are likes and dislikes*" (1970, p. 14). Similarly, for Ajzen (1989), "*an attitude is an individual's disposition to respond favorably or unfavorably to ... any ... discriminable aspect of the individual's world*" (p. 241).

Among the changes that the concept of attitude has went through over the century, two main conclusions can be made, firstly, leaving the basic idea of "favor and disfavor", and the concept of evaluation is central to the definition of attitude; thus; noting that "*attitudes have been defined in a variety of ways, but at the core is the notion of evaluation*" (Petty, Wegener, & Fabrigar, 1997, p. 611). Therefore, Eagly and Chaiken (1993) provided a simple and

intuitive definition of attitudes and defined them as "*a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor*" (p.1).

1.4.2. Components of Attitudes

There are three components of attitudes; namely, cognitive, affective and behavioral. According to Bucu et al., "*attitudes have three components: affective component, behavior component, and cognitive component*" (1993, p.392).

First, the Cognitive component refers to the beliefs the individual holds about the object. According to Bucu et al., *"the cognitive component refers to the beliefs and thoughts you hold about the object of your attitude"* (1993, p.392). In other words, the cognitive component of attitude refers to opinion or belief; for example, if a person says "Life is unfair", he is iterating his opinion about how he perceives life (www.iloveindia.com).

Second, the Affective component refers to the feelings the individual holds about the object, 'likes' or 'dislikes'. In fact, *"the affective component encompasses your positive or negative emotions about something – how you feel about it"* (Bucu et al., 1993, p.392). That is, the affective component refers to the emotional aspect of attitude. For example, if a person says "I hate the fact that life is unfair", he is connecting an emotion through hatred, to his opinion of life being unfair (www.iloveindia.com).

Third, the Behavioral component refers to the consistency by which the individual is performing the action to acquire the desired learning behavior. In this respect, *"the behavioral component consists of your predisposition or intention to act in a manner relevant to your attitudes"* (Bucu et al., 1993, p.392). For example, if one has a positive attitude for a particular object, it is likely to be translated into a particular type of behavior, such as buying

or procuring that object., if a person says "I am going to hurt myself and others if life doesn't stop being unfair to me", he is reflecting a desire to act by hurting himself and others based on how he perceives life to be and the emotions he has attached to this perception (www.iloveindia.com).

1.4.2.1. The Tri-Component Model

There are several models to describe the structure of attitudes; the most commonly used is the Tri-component Model of attitude (Rosenberg & Hovland 1960). According to the Tri-component model (Figure 3), an attitude is made up of a cluster of beliefs (thoughts and ideas), feelings (likes and dislikes) and behaviors (actions and intentions). These elements fit within three components of an attitude, the ABC of attitudes, namely: *Affect, Behavior and Cognition.*

Alfred Adler (1870–1937), a Viennese physician who developed the theory of Individual Psychology, emphasized that a person's attitude toward the environment had a significant influence on his or her behavior. Adler suggested that a person's thoughts, feelings, and behaviors are transactions with one's physical and social surroundings and that the direction of influence flowed both ways—our attitudes are influenced by the social world and our social world is influenced by our attitudes (cited in Pickens Jeffrey (2005, p. 44-45).
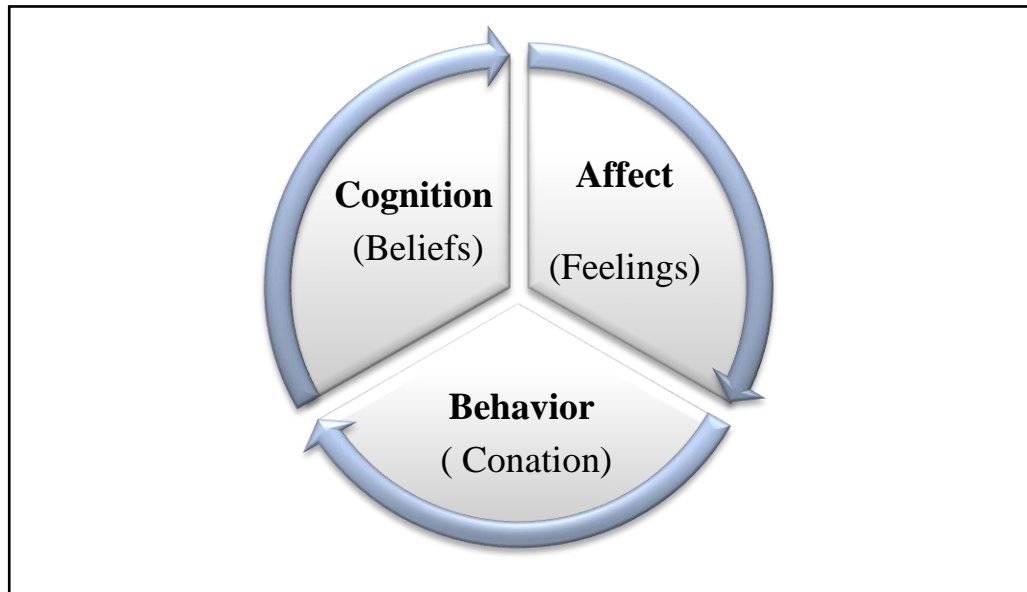
Figure 3: The Tri-component Model of Attitudes

(By Binay Roy, retrieved from http://fr.slideshare.net/binay285/soft-skills-attitude)

1.4.3. Types of Attitudes

There are 3 basic kinds of attitudes: positive, neutral and negative. "*There are hundreds or more types of attitudes, but all we can be classified as being mainly positive, neutral or negative*" (FitzMaurice , 2011, p.97).

1.4.3. A. Positive Attitudes

Positive attitude is what allows individuals to never give up when things get tough, it is what allows them to accomplish their goals and dreams, to have wonderful relationships with others. "*Positive attitudes are your best friend in many ways …...work, efforts, dreams, and all achievements demand positive attitudes*" (FitzMaurice , 2011, p.98). People with positive attitudes usually think that there is something good in every situation, and change is a sign of growth. They are confident, optimistic and satisfied.

1.4.3. B. Neutral Attitudes

Neutral attitudes are to be used when individuals are in-between (i.e. neither positive nor negative), when they are not yet committed. That is, when an attitude is neutral it is more like a wet lump of clay that can be shaped as we wish. "*Neutral attitudes are not for accomplishment. They are best for tolerance, understanding, and peace*". (FitzMaurice , 2011, p.98). People with neutral attitudes tend to think that change is necessary and cumbersome. They are detached, indifferent and disconnected. However, once an attitude becomes stronger, either more positive or more negative, it becomes more fixed.

1.4.3. C. Negative Attitudes

Negative attitude is what causes individuals to give up, to do not accomplish anything, to have bad relationships with others...etc. However, a negative attitude need not be always concluded through a negative reaction. FitzMaurice (2011) claimed that "*negative attitudes help you with protection, prevention, and planning*" (p.98). People with negative attitudes think that a mistake is a failure, and they do not have control over their lives. They are pessimistic, frustrated and doubtful.

1.4.4. Attitudes and Language Learning

Attitudes may play a relevant and crucial role in language learning as they appear to influence students' success or failure. According to Hosseini & Pourmandnia (2013), "*almost all of the scholars admit that how successful people are in learning a language is exactly and directly influenced by what they think and how they evaluate the target language, the target language speakers, culture, and of course, the learning setting*"(p. 63).

Learning a language is affected by the attitudes the learners have towards the language (Shams, 2008; Momani, 2009; Al-Tamimi & Shuib, 2009). For Ellis (1994), learners' attitudes have been identified as one set of variables of major importance. There are both negative and positive attitudes towards the second/ foreign language being learnt. When learners have positive attitudes towards the language, they tend to show positive behavior towards the course, thus the learning process becomes easier. Indeed, Karahan (2007) states that "*positive language attitudes let learner have positive orientation towards learning English*"(p.84).

Moreover, studies revealed that attitudes affect achievement. (e.g. The study of Students' Personal Variables as Correlates of Academic Achievement in English as a Second Language in Nigeria by Fakeye, 2010). Clearly, attitudes help the students express their feelings toward the target language (Choy & Troudi, 2006), thus making it an emotional process (Feng & Chen, 2009). These inner feelings and emotions of foreign language students affect how they see the language and also affect their attitudes towards the foreign language.

Whereas, when students show negative attitudes towards the language, this can hamper language learning. Chin (2009) stated that "*negative attitudes can impede learning experiences*" (p.112). Those negative attitudes may exist for many reasons, Ellis (1994) cited one of them stating that "*... you usually get those attitudes when you are not interested or have difficulties with the teacher*" (p.197-201).

In most cases, students' attitudes are not irreversible and lifelong, they can however change. Chin (2009, p.112) claimed that "*…attitudes are not considered stable in that they can be changed or challenged when one is presented with new information*". In other words, students may have negative attitudes at the beginning of learning a language, but when they realize what a good advantage is to know this language, their attitudes change.

1.4.5. Motivation Vs Attitudes

The current study focuses on two important social-psychological variables: motivation and attitudes. It is stated that, if university teachers are asked what are the most important student's characteristics associated with successful language learning, they usually mention motivation and attitudes. In fact, *"researchers, teachers and learners agree that a high motivation and a positive attitude towards a second language and its community help second language learning"* (De Bot, Lowie and Verspoor, 2005, p.72). Consequently, questions about the relation between motivation and attitudes have been investigated by many educational researchers.

Several researchers (e.g. Oscamp, 1977; Gardner, 1985; Wenden, 1991) consider attitudes as components of motivation in language learning. According to Gardner (1985), "*motivation ... refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language*": (p. 10). Significantly, the relation between motivation and attitudes has been considered a prime concern in language learning research since the early years. A plethora of research has been conducted in the study of motivation and attitudes in Second / Foreign language learning (e.g. Gardner, 1960, 1985; Gardner and Lambert, 1972). Gardner and Lambert (1972) stated that "*his (the learner) motivation to learn is thought to be determined by his attitudes towards the other group in particular and by his orientation towards the learning task itself*" (p.3). Add to this, Gardner (1985) designed a test battery known as the Attitude and Motivation Test Battery (AMTB). It includes some items measuring all factors that affect attitude and motivation. The relationship between motivation and attitude is incorporated; the idea is that positive attitudes increase motivation.

Previous researchers emphasized the role of motivation and attitudes as determinant factors in L2/ FL learning. Moiinvaziri (2008) stated that "*the original impetus in L2*

motivation research comes from the social psychology since learning the language of another community simply cannot be separated from the learners' social dispositions towards the speech community in question" (p.126). Thus, there has been a general agreement among these researchers that the suitable and effective way to get insight into the learning process is to study the learners' motivation and attitudes towards learning the target language.

In conclusion, the literature reveals that motivation and attitudes play a vital role in the acquisition of second/ foreign language. Oller (1979) stated that "*attitudes are merely one of types of factors that give rise to motivation which eventually results in attainment of proficiency in a second language*" (p.138). Therefore, motivation and attitudes appear to determine the students' success or failure in learning any language.

Conclusion

All in all, lecturing is among the methods employed, by tertiary educators, to deliver content to students. "*When successful, lecture is an extremely efficient method of delivering vast amounts of content in a variety of settings*" (Barnett, 2006 cited in Gregory Jess L., 2013, p.116). However, Clark (2008, p. 39) describes traditional lecture as the teacher talking "*at the students while they take notes without thinking*", and "*student concentration may decrease as the lecture lengthens… poor organization and lack of focus*" (*Design Engineering, 2004)* may be drawbacks of lectures. As a result, many educational researchers have spent relatively large time and energy trying to depict the factors that make up effective lecturing in the college classroom. Among those factors "PowerPoint" can stand at the top. According to Xingeng & Jianxiang (2012), "*PowerPoint presentation has many advantages over traditional "chalk-and-talk» lecture*" (p.61).

It is stated that PowerPoint lectures affect students' attitudes and motivation. Whereby, in their study, Nouri &Shahid (2005) concluded that "*the results suggest that*

educational technology such as PowerPoint improves students' attitudes" (p.70). Add to this, Lari Fateme Samiei (2014) stated that "*the questionnaire results indicate that the majority of the students show their positive perceptions towards using technology in English classes*" (p.1676). Furthermore, Stepp-Greany (2002) reported a number of benefits for students related to the general use of technology in classrooms including increased motivation, improvement in self-concept and mastery of basic skills, more student-centered learning and engagement in the learning process.

In conclusion, as argued by Lockhart (1994), "*learning is the goal of teaching; it is not necessarily the mirror image of teaching. Learners, too, bring to learning their own beliefs, goals and attitudes, and decisions, which influence how they approach their learning*" (p. 52). Thus, although learners have a tendency to have particular preferences and assumptions in their learning approaches; many studies have shown the powerful effect of PowerPoint as a tool for improving both motivation and attitudes.

Chapter Two: Research Methodology and Design

2.1. Research Design

To investigate the effects of using PowerPoint (PPT) during lectures on EFL students' motivation and attitudes at the University of Bejaia, we see more appropriate to choose a survey to carry out this research. The survey is defined as "… *a systematic method for gathering information from (a sample of) entities for the purpose of constructing quantitative descriptors of the attributes of the larger population of which the entities are members*." (Groves et al. 2009, p.2). Add to this, the survey is described by Edwards & Talbot (1999) as being "*like an onion, with data from questionnaires similar to peeling off some outer layers of skin, but being supplemented by interviews to get to the in-depth layers*" (p. 88). Therefore, the main data collection instruments used for this study are the questionnaire and the interview. The questionnaire is designed for the students and the interview for the teachers.

2.2. Population and Sample

The participants of this study were selected from Master One Applied Linguistics and English Language Teaching (AL & ELT) students enrolled at the University of Bejaia. The number of the whole population is 44 students aged between 21 and 24 years. The questionnaires were distributed to 44 students; however, only 25 have answered. Henceforth, the whole population to be taken into account is 25students. That is, 19 female (76%), and 6 male (24%).

Establishment	University of Bejaia
Level	Master One
Option	AL & ELT
Location	Bejaia, Algeria
Number	25/44
Age	Between 21 and 24 years old

Table 1: Description of the Sample

2.3. Research Instruments

2.3.1. The Students' Questionnaire

2.3.1.1. Definition

It is said that questionnaires are popular among educational researchers and professionals. Mc Nabb (2013) stated that "*the survey method uses lists of questions collected together in questionnaires…and are the most popular way to gather primary data*" (p.147). There are some factors as to why a researcher chooses questionnaires to collect data from students. The questionnaires have some advantages as a data collecting method. First, "*the greatest of these (advantages) is the considerable flexibility of the questionnaire*" (Mc Nabb; 2013, p.147). Then, they tend to be reliable as they are anonymous. "*They (questionnaires) have been applied enough times to warrant strong belief in their ability to effectively measure some phenomenon*" (ibid). Moreover, questionnaires can be used in both small-scale and large

scale issues. Indeed, "*questionnaires can be used to gather information about large numbers of respondents (population) and from small groups (samples)*" (ibid). Furthermore, they encourage greater honesty from respondents since it is anonymous, and "*questionnaires can be custom designed to meet the objectives of almost any type of research project*" (ibid).

2.3.1.2. Description

The questionnaire of this research work is designed to elicit participants' responses about their perception towards the use of PowerPoint presentations in the foreign language lectures. The questionnaire is made up of 15 items. It includes the respondents' biographical data: gender and age and two parts: Part I and Part II.

Part I includes 13 questions, some are open-ended questions, others are Yes/No questions. That is, the students are asked to indicate the extent to which they agree or disagree with the item. However, Part II includes 2 open-ended questions which require from the respondents to give their opinions, and answer with their own words to the questions. In other words, the questions of Part II require respondents to comment about the use of PowerPoint in lecturing, and suggest what teachers can do to make the lecture; at the University of Bejaia; more effective.

2.3.1.3. Objective of the Students' Questionnaire

2.3.1.3.A. Objectives of Part I

Part I is designed to fulfill the following objectives:

− Finding out the percentage of AL & ELT teachers who use PowerPoint to present their lectures.

− Determining whether the students are for or against the use of PowerPoint for their learning.

- By answering "Yes" to some questions such as: [the PowerPoint class environment is engaging and stimulating], or [visual images presented in PowerPoint presentation lectures help me recall content during exams], this questionnaire aims at summarizing some advantages PowerPoint can bring if it is integrated in EFL classes.

- Establishing the degree of students' motivation and attitudes towards PowerPoint presentations. For further explanation, students were asked to give reasons for their choice, by illustrating with their own words.

- Emphasizing and determining the extent to which students are for the use of PowerPoint tool in EFL lectures by asking them if they intend to use this tool as future teachers or not.

2.3.1.3. B. Objectives of Part II

Part II includes two open-ended questions about giving some suggestions and comments.

- Question 14 [Do you have any comments/ observations on the use of PPT in lecturing?] aims at determining whether or not PowerPoint improves traditional lectures, and collect students' opinions about PowerPoint tool.

- Question 15 [Suggest what teachers can do to make the lecture; at the University of Bejaia; more effective.] has the objective of suggesting other solutions or alternatives students may find important to enhance lectures at the University of Bejaia. ; add to PowerPoint if proved during this research.

2.3.2. The Teachers' Interview

2.3.2.1. Definition

The interview involves asking questions and getting answers from participants in a study. According to Gratton & Jones (2004, p.142-143), the interview has a number of advantages that make it appropriate in certain situations:

- Interviews enable participants to talk about their own experiences in their own words, and allow them to elaborate on any areas of particular interest or importance.

- By using interviews, the researcher can introduce him /herself to the subject and establish trust and rapport, especially if any information is considered confidential, or sensitive.

- Interviews may allow the researcher to develop a sense of time and history, rather than providing series of 'static' responses, which may be the outcome of a survey they allow the responses to be put into context, rather than providing a 'snapshot' picture.

2.3.2.2. Description

The type of interview used in this research is semi-structured. Basically, a semi-structured interview is a one-sided conversation in which the respondent is allowed free rein as long as the interviewer considers that what is being said is, or might be, relevant. According to Galletta Anne (2013), "*the semi-structured interview is sufficiently structured to address specific dimensions of your research question while also leaving space for study participants to offer new meanings to the topic of study*" (p.1-2).

The interview of this research is designed for EFL teachers who use PowerPoint tool in their lectures; and it was distributed to 9 teachers. The interview consists of 5 questions aimed at building some arguments and strengthening our knowledge about the use of lectures as a method of teaching at the University of Bejaia, as well as gathering data about their

opinions concerning the effects of PowerPoint presentations on students' motivation and attitudes.

2.3.2.3. Objectives of the Teachers' Interview

– Question 1 is designed to exhibit different teachers' views about lecturing. In other words, to discover the general feelings teachers may have about lectures, according to their personal experiences.

– Question 2 aims at determining the main difficulties the interviewed teachers usually face when lecturing at the University of Bejaia in order to try, if possible, to find solutions or alternatives.

– Question 3 is designed to find out if PowerPoint can be the suitable remedy to some of the difficulties found in EFL lectures at the University of Bejaia.

– Question 4 has the objective of determining whether the interviewed teachers think that the use of PowerPoint during lectures can affect the learners' motivation and attitudes. If yes, how this can happen.

– Question 5 is designed to collect some of the solutions teachers see important and necessary to improve lectures at the University of Bejaia. The results of our study may bring some improvements to the actual lectures.

Chapter Three: Results and Data Interpretation

This study investigates the effects of PowerPoint presentation during lectures on EFL students' motivation and attitudes at the University of Bejaia. This chapter is concerned with the analysis of the quantitative and qualitative research data. That is, the results of the questionnaires and the interviews.

Master One AL & EFL students were asked to complete the questionnaire, while their teachers completed the interview. This study examines whether PowerPoint enhanced traditional lectures, and has any effects on students' motivation and attitudes or not.

3.1. Results and Analysis

3.1.1. Analysis of the Questionnaire

3.1.1.1. Analysis of the Biographical Data of the Respondents

Gender	Number N°	Percentage %
• Male	6	76
• Female	19	24

Table 2: Gender of the Students.

Table 2 reveals that the sample population of this study is 25, 19 female (76%) and 6 male (24%). This means that the majority of the students of Master 1 AL & ELT are girls.

The analysis of the questionnaires shows that the age of the participants is between 21 and 24 years old. This means that the students are adults; thus; aware of the use of ICTs, and thus take more benefits from PowerPoint.

3.1.1.2. Analysis of Part I

1. How many courses do you have?

Master One AL & EFL students have 9 courses which consist of : *Language Mastery and Analysis; Didactics of English; Technology Education / Statistical Mathematics and Language Computing; Educational Psychology; Historical Linguistics / Corpus Linguistics; Lexicology and Vocabulary Practice; Applied Linguistics; Research Methods in Language Learning and Bibliographic Research*. PowerPoint can be used for all these courses.

2. Do all the teachers use PowerPoint during their lectures?

100% answered "No". However, they argue that only 2teachers (22,22%) use PowerPoint in their lectures.

The result shows that the use of PowerPoint for presenting lectures is not a common practice in Master One AL & EFL class.

3. The PPT class environment is engaging and stimulating.
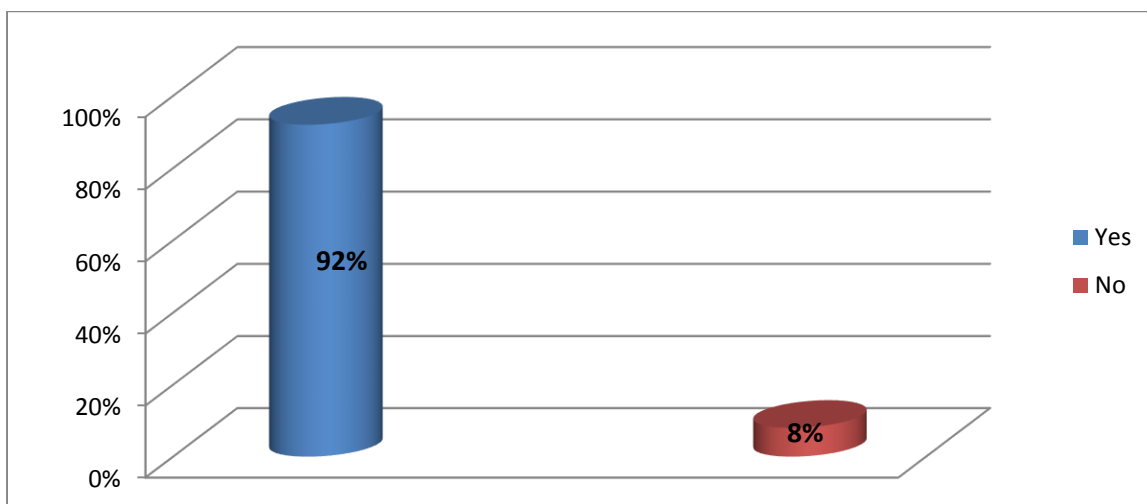
Figure 4: The Influence of PPT on Class Environment.

Figure 4 shows that the majority of the respondents (92%) find that PowerPoint class environment is engaging and stimulating. This means that PowerPoint awakens and pushes the learners to be involved in the lecture.

4. I understand better with traditional lectures using a blackboard or whiteboard than using Power Point.
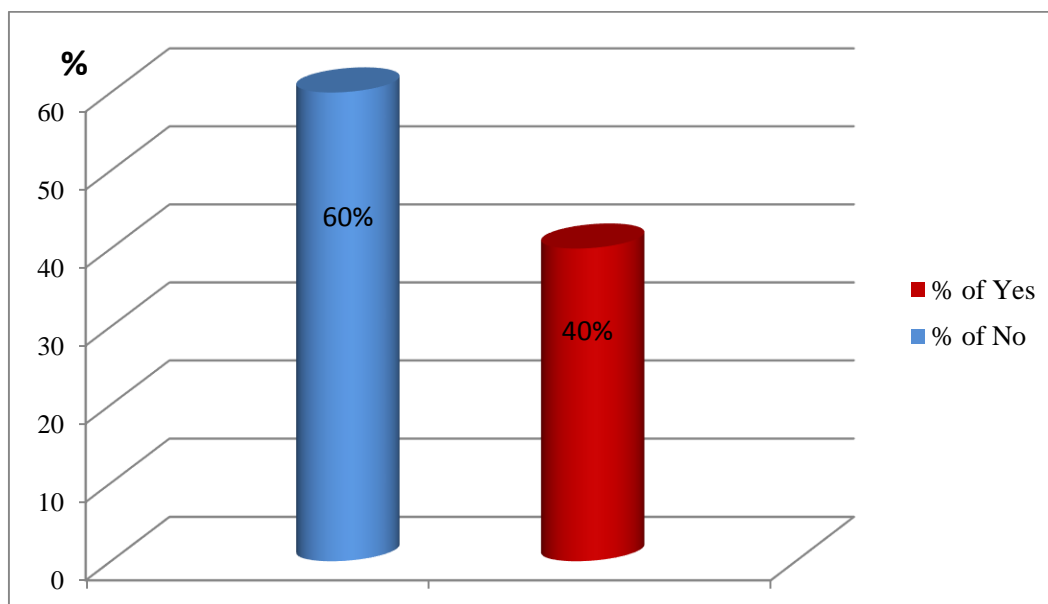
Figure 5: Learners' Preferred Learning Way in Lectures.

Figure 5 reveal that the majority of the participants (60%) do not understand better with traditional lectures and understand more when PPT is used, while 40% prefer and understand more with traditional lectures.

5. I am more motivated to attend class when Power Point presentations are used during the lecture.
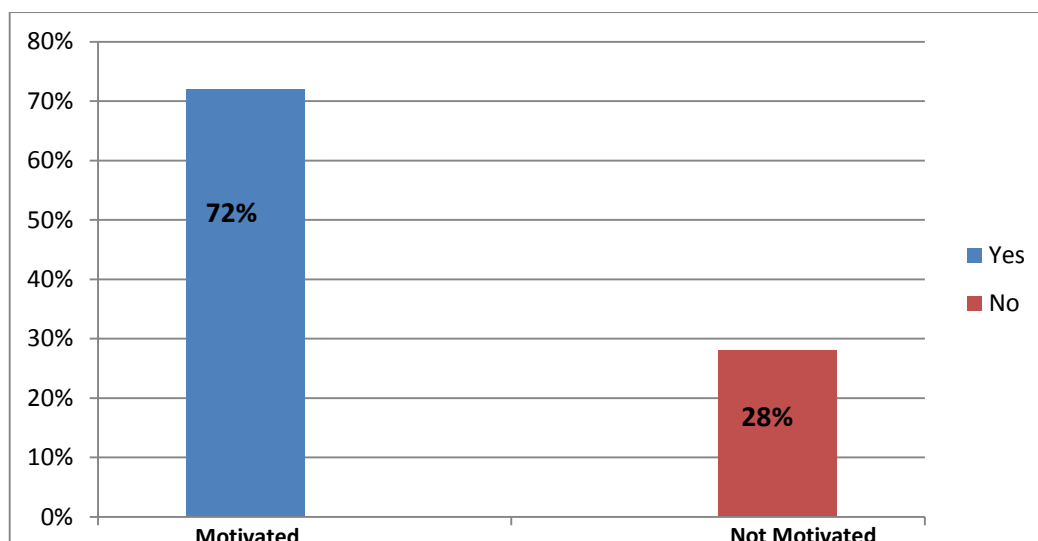
Figure 6: Students' Motivation When Learning through PPT.

Figure 6 shows that most of the respondents (72%) are motivated to attend the lecture when PowerPoint is used. This proves that PowerPoint enhances motivation. Students stated that they are motivated to attend the lecture when PPT is employed because, as argued:

"It makes things more attractive and stimulate our attention; depending on the teacher's use, it makes things mor clear".

"Because by using PowerPoint I can understand more, it helps me a lot".

"Facilitates learning".

"It's interesting and funny"

"Because it is interactive and something which motivate me"

"*Because it clarifies more the lecture and will be easier to retain it*".

However, 28% of the students answered that they are not motivated to attend the lecture when PowerPoint is employed, and gave the following reasons:

"*Because it is better when the teacher explains and writes in the board at the same time*".

"*I prefer when the teacher explain on the board rather the diapo*".

"*Because with using PPT, Teacher do not explain, well, or do not provide us with knowledge*".

6. In lectures with PPT, I am more motivated to participate and ask questions compared to lectures without PPT.
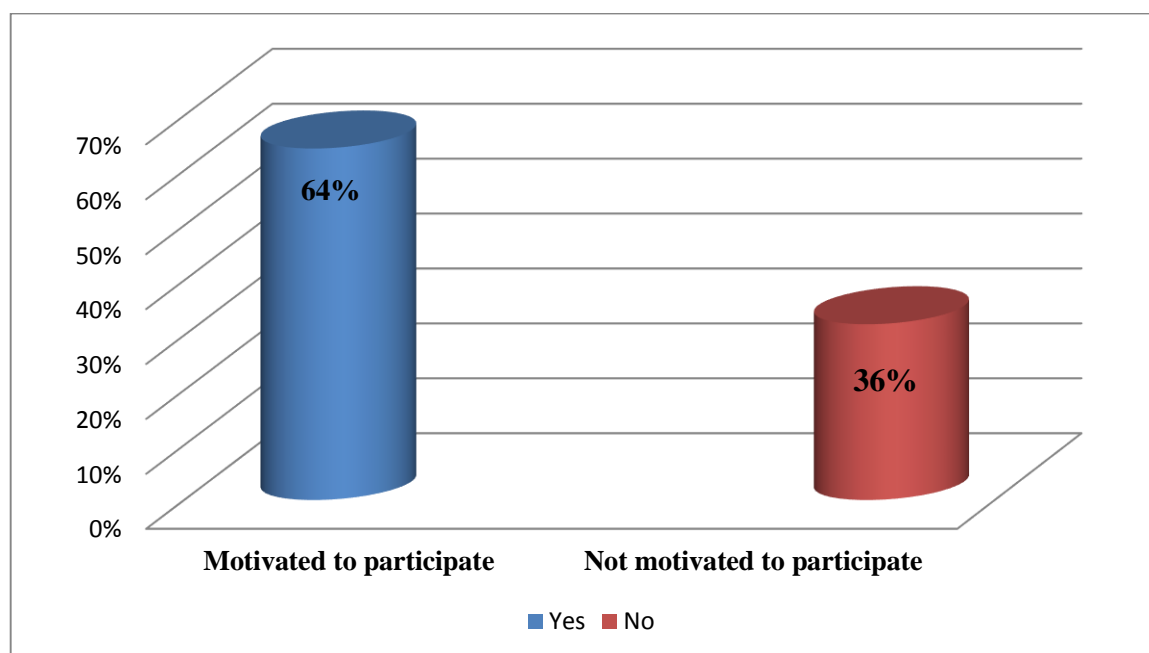
Figure 7: Students' Participation in PPT Lectures.

Figure 7 show that the students are more motivated to participate and ask questions and in PowerPoint lectures compared with traditional ones. This means that PowerPoint

enhances students' involvement, confidence to ask questions and willingness to participate. Therefore, students seem to be motivated, and thus learn better through PPT.

7. Visual images presented in Power Point presentation lectures help me to recall content during exams.
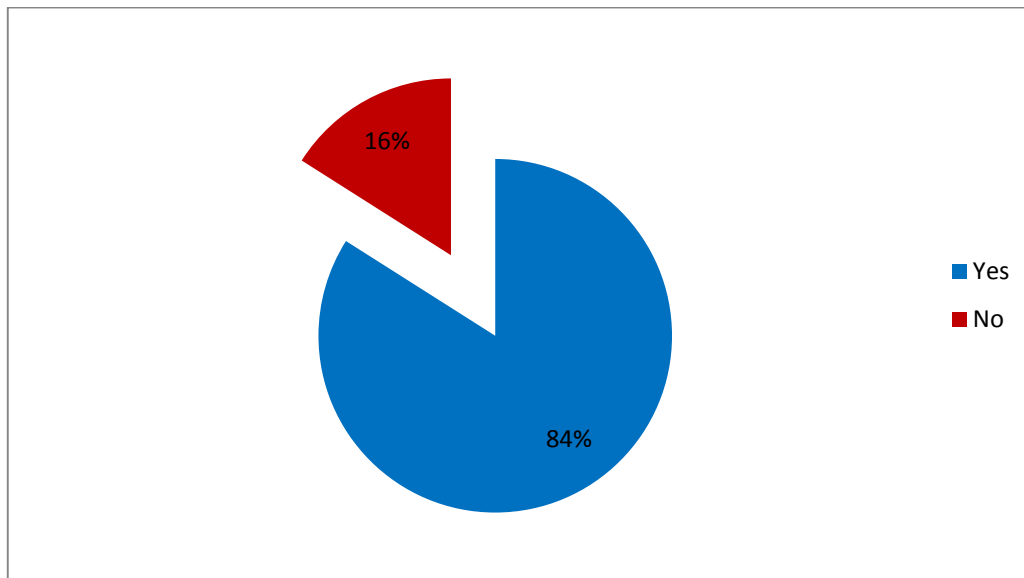
Figure 8: The Influence of Visual Images on Students' Recalling during Exams.

Figure 8 reveals that the majority of the respondents (84%) find that PowerPoint helps to recall content during exams. This means that visual images are important when learning, and PPT has a positive effect on students' recall and memory.

8. I have a positive attitude towards Power Point presentations.
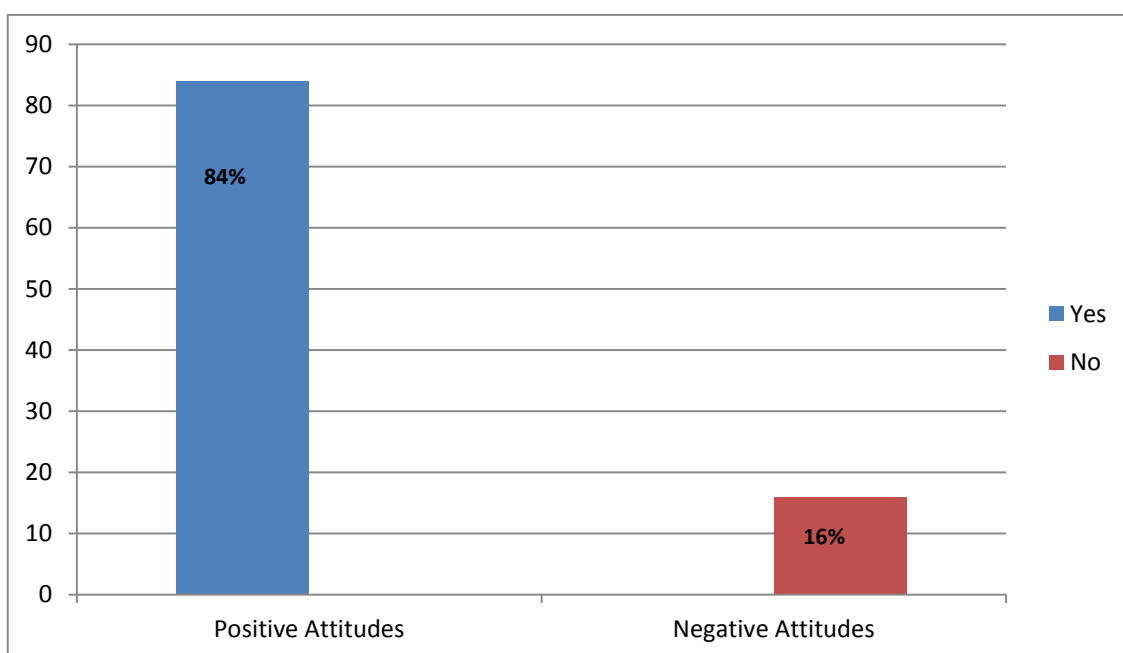
Figure 9: Students' Attitudes towards PowerPoint in Lectures.

Figure 9 shows that a small number of respondents (16%) have negative attitudes towards PowerPoint. That is, they show unwillingness towards PPT, they stated that:

"I dislike using PowerPoint inside classroom".

"I do not much rely in ppt presentations".

"I can't understand well with using PPT".

Whereas, the majority of the respondents (84%) show positive attitudes, and like PPT for numerous reasons, the following direct quotes illustrate these reasons:

"It helps to remember things especially when using pictures".

"It helps more to understand by using visual images".

"Because it helps with the presentation".

"Because they are engaging and stimulating".

"It's good for student involvement in the lecture".

"Because it facilitates learning".

9. My notes are more organized, easier to understand and useful for studying for exams when PowerPoint is employed.
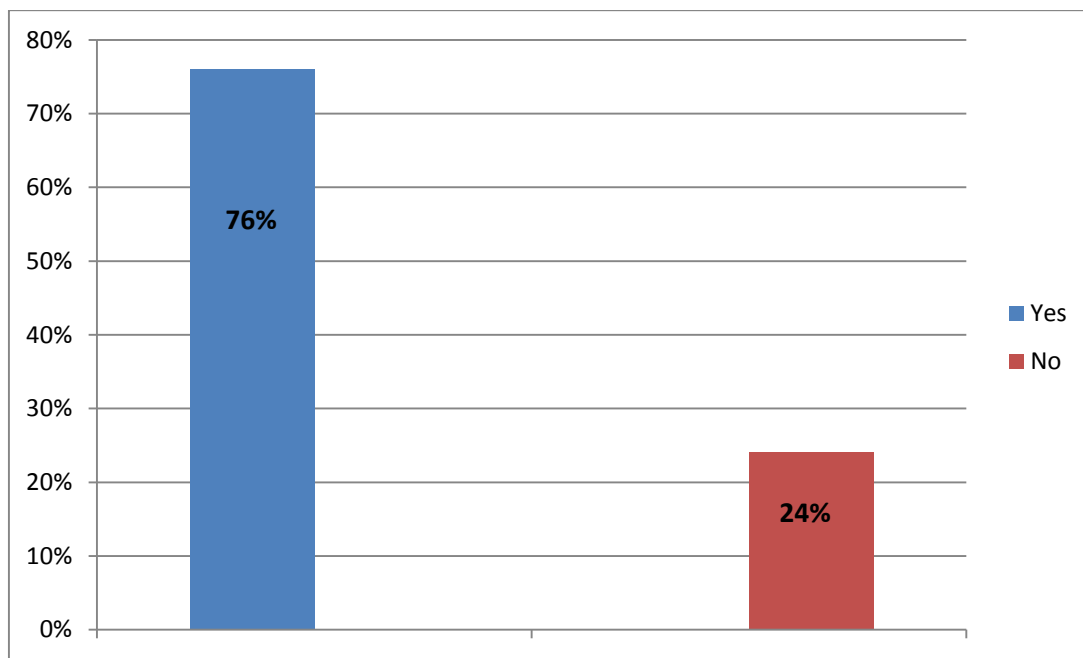
Figure 10: Students' Attitudes towards Their Way of Learning through PPT.

Figure 10 reveals that most of the respondents(76%) agree that notes taken from PowerPoint lectures are more organized, easy to understand and useful to prepare for exams. Thus, PowerPoint has the advantage of organization.

10. PPT usage in teaching process makes me maintain my concentration on the lecture content.
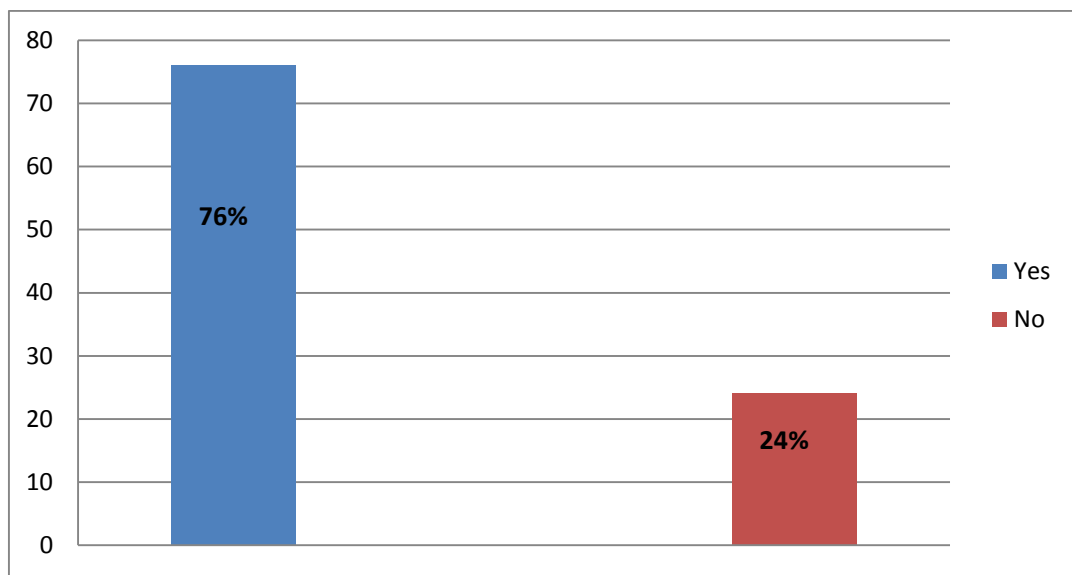
Figure 11: Students' Concentration when Learning through PPT.

It is argued that during lectures students tend to lose attention and interest, however; Figure 11 shows that a great number of the respondents (76%) think that PowerPoint helps to maintain attention, and keeps students concentrated to the lecture content.

11. Do PPT presentations have any effects on you as a student?
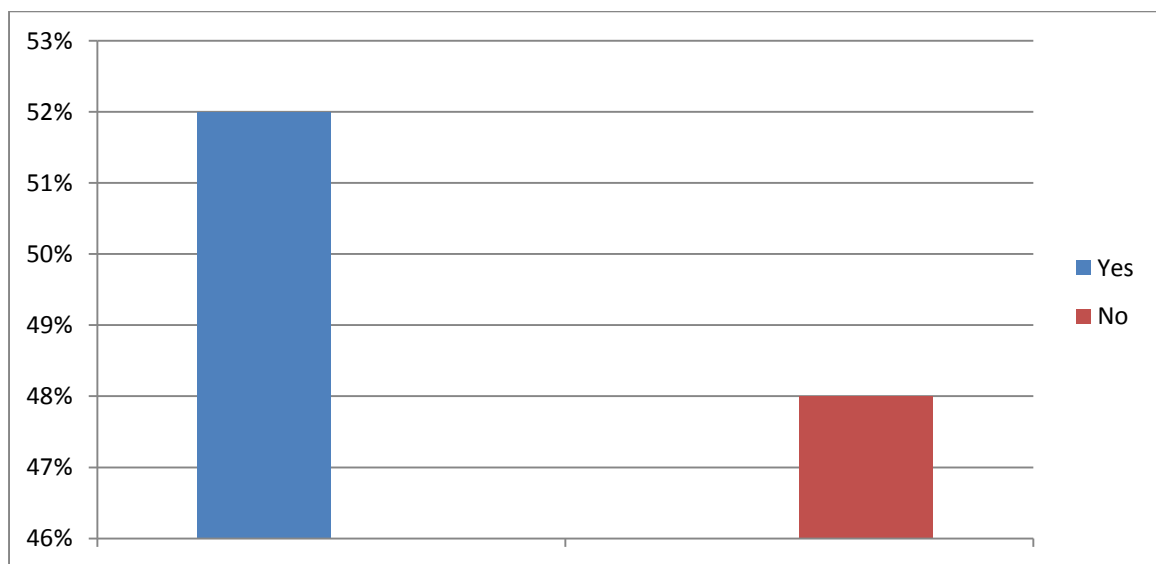
Figure 12: PowerPoint Effects on Students.

Figure 12 reveals that PowerPoint has effects on 52% of the students. The respondents stated some of the positive effects PowerPoint can have on them:

"It makes me more active and concentrated and it helps to memorize

better".

"PPT presentation have a lot of effects for me it helps me to develop my

skills".

"By developing teaching strategies".

"The lessons are more organized and I can take notes easily".

12. I would like to see PowerPoint in future classes.
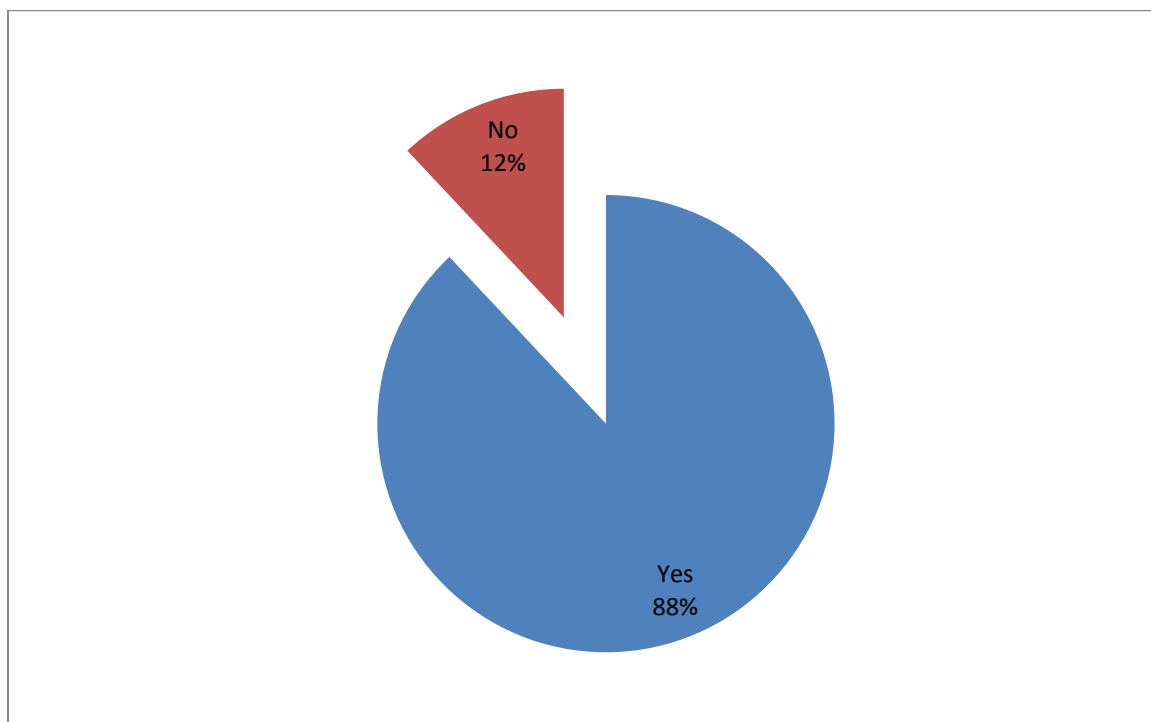
Figure 13: Students Will for Learning through PowerPoint.

Figure 13 reveals that most of the students want to see PowerPoint in future EFL lectures, and this means that they are satisfied by PowerPoint presentations that they wish to find this tool more often in EFL lectures.

13. As a future teacher at university; do you intend to use PowerPoint when lecturing?
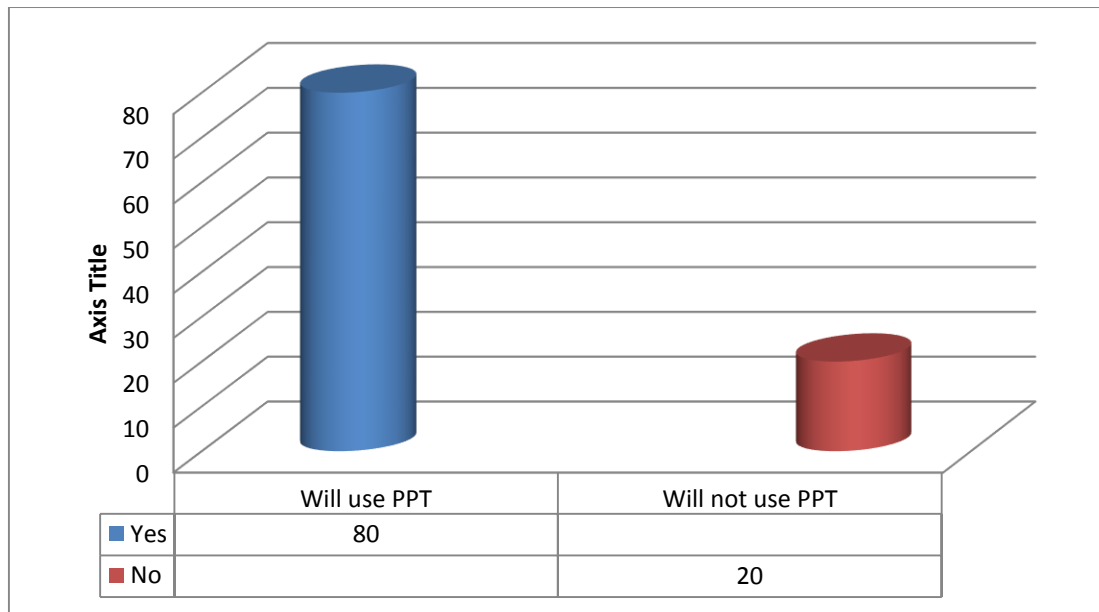
Figure 14: Students' Use of PPT in their Future Career as a Teacher.

Figure 14 exhibits results of the students concerning using PowerPoint as future teachers. It reveals that most of the students (80 %) intend to use PPT, while 1/5 of the respondents (20%) are against this idea. This means that PowerPoint is a tool that fulfills the needs of the majority of the students.

The analysis of students' comments shows that they will use PPT in their future career as a teacher, but not always. Here are some quotes of those who intend to use PPT as future teachers:

"Because I believe that if this tool helps me as a student to understand the lectures. It also is going to be beneficial for my students".

"I will use it for specific use not for everything".

"Not always, but it helps to understand better, using concrete examples with images and videos…etc".

"As a future teacher, I will use it but not always, because in some lesson it is helpful".

"It stimulate my student and create a classroom interaction through fruitful debate, discussion, dialogues".

"I will use them for both practical and motivational reasons to organize my lecture on one hand, and engage the learners on the other hand".

"Yes I will intend to use PowerPoint, I think that it is the best way to present a wall organized lesson".

Here are direct quotes for the reasons why some students do not intend to use PowerPoint as future teachers:

"It is time consuming".

"It's better to explain for the students than to provide them with PPT. They will not make efforts".

3.1.1.3. Analysis of Part II

14. Do you have any comments/ observations on the use of PPT in lecturing?

The analysis of the questionnaires shows that most of the observations given by the students are related to integrating PowerPoint as an additional tool to support and emphasize some important points in the lecture. For the students, PowerPoint helps teachers in their teaching process, and enables lectures to be more understandable. The following quotes represent some of the students' observations:

"The teacher should add the PPT as an extra tool and do not focus only on the PPT because some students get lost"

"For me, they should use it for reexplain things, demonstrate, since it's something additional in Tg process"

"ppt should stay as a tool and not as an objectif of teaching"

"just to try to organize and select what should be showed on the PowerPoint, we shouldn't include everything because it will overwelm the students and they may get lost"

For the majority of the students, PowerPoint is a tool that has several advantages when employed in EFL lectures. They argued that PowerPoint is a helpful tool that facilitates learning. Here are some of their comments:

"It is good for both teachers and students, it helps to do the lecture with a wall organized way, and it helps the learners to guess the important points rapidely and very well"

"Yes, the use of PPT is a fruitful tool that make Learning more easier. It gives us the opportunity to recall it later especially during exams"

"I think that the use of PPT in lecturing can help teachers teach their lessons in an easy and sophisticated way"

"It is useful when we use it well, it is one of the important tool on which Trs rely, and it helps their Tg process"

"More explanations is made when PPT is used"

However, a very small number of students think that, when PowerPoint is used, teachers do not make efforts to explain, they simply read. The following quotes are the observations given by the students:

"yes, when the teacher here in university of Bejaia use the powerpoint he is just reading and not explaining"

"yes; I have a comments; PPT is a tangible tool but I dislike to use it in lecturing because it is less motivational and not interessant"

15. Suggest what teachers can do to make the lecture; at the University of Bejaia; more effective.

The analysis of the questionnaires reveals that most of the students think that integrating new materials and technologies can contribute to enhance EFL lectures, thus making them more effective. Here are some comments of the students:

"Bring new material, build laboratories"

"In order to make the lecture at the university of Bejaia more effective I suggest that teachers use the sophisticated technology that motivate learners"

"Integrate technological skills in the lecture"

The students suggested to use more technological tools, and emphasized on the use of PowerPoint to make the lecture; at the University of Bejaia; more effective. The quotes listed below illustrate the students' points of view:

"of course to integrate powerpoint, but being selective for the content"

"They should use more PPt and try t introduce new technologies"

"Teachers in order to make the lecture more effective they can use many way or tools like PPT"

"Use more PPT!!"

"to use always powerpoint but it should be in helpful way of the learners"

Some students gave different views and suggestions about what teachers can do to make the lectures at Bejaia University more effective. A certain number suggested that teachers should encourage and promote students' productivity by introducing more practice

through various activities such as debates, discussions and research works. Whereas, the remaining students await from teachers to be punctual and motivate them. The following quotes represent the students' suggestions:

"I think, there should be more production, more practice not just theoretical knowledge"

"involve students more in practice and push them to produce"

"making debats, discussion of the lesson, motivate learners to be autonomous, sharing knowledge"

"The teachers should stimulate real use situations"

"to be more punctual"

3.1.2. Analysis of the Interview

1. On the basis of your teaching experience at the University of Bejaia, what are the main comments you may make about lecturing?

   The interviews show that answers to Question 1 can be divided into three sections:

a) **Lecturing is a Challenging Task:**

   For most of the teachers, lecturing at the University of Bejaia is a challenging yet difficult task. This is mainly due to the large size classes, hence several learning styles, which may make teaching a very demanding and tiring task. The following quotes illustrate the points discussed above:

   "…lecturing at the university is a challenging task and as teachers we are mainly confronted to the huge number of students and this makes of teaching a very demanding

task since we have to deal with mixed abilities classes besides the lack of motivation of

some student"

"Lecturing is a difficult task mainly in Bejaia since we face large classes. I also prefer

being involved in classroom interaction which is not workable in amphitheatres"

"Well, lecturing as a teaching strategy is the least desirable for me. I find it the least

efficient and the most tiring. Teachers spoon-feed the learners and feedback is generally

very limited"

"Well …we've been so busy preparing…Alas, most of the time and because of many in

and out factors, we simply feel upset, exhausted, useless and disoriented"

b) Lecturing is an effective but tiring task:

For some teachers, lecturing at the University of Bejaia is an effective but tiring task. The interviewed teachers agree that lecturing is an effective method of teaching at universities. However, at the University of Bejaia, they frequently encounter some difficulties in accomplishing their jobs, which tend to tire and exhaust the teachers. They claimed that

"Lecturing is the type of teaching most used at university in some cases, it is an effective"

"It's a very interesting part of the teaching process, but which might be tiring and difficult

sometimes because of the current conditions of teaching"

"I think that lecturing is the profession of the teacher. The latter's job is to transmit to

his/her students specific knowledge in a specific discipline. What I have noticed at the

University of Bejaia is that the teacher finds difficulties in accomplishing his mission…"

c) Lecturing is a rewarding experience:

For one teacher, lecturing at the University of Bejaia is an enjoyable, yet rewarding task. This result shows that lecturing can motivate teachers because they feel that they transmit knowledge, and contribute to the education of the Algerian students. A teacher stated that

"Personally, I find Teaching as one of the great and fascinating jobs that one may invest in. Teaching at the University of Bejaia is very motivating and pleasing because I'm serving my hometown and contributing in the education of Algerian students"

2. According to you, what are the main difficulties and obstacles you face when lecturing at the University of Bejaia?

The results reveal that teachers face many difficulties when lecturing at the University of Bejaia. Here are some quotes of the teachers:

"...overcrowded classes, lack of motivation of some students are the main difficulties"

"Noise, lack of materials, Ss' disinterest, number of students is very large"

"Noise. It's difficult to handle a lot of students. We don't have the needed material"
"Communication is disturbed by the (physical) noise of some students, students' boredom and lack of concentration because of the huge amount of knowledge transmitted in a short period of time, and the lack of interaction. Lack of interactive means of displaying data: showing diagrams, pictures…etc. to increase comprehension"

"Making sure that all of your students understand. Sometimes you have problems related to discipline. Students' interaction is significantly low"

The difficulties are listed below according to their importance and frequency:

a) Crowded classes:

Most of the teachers complain about the number of students in a lecture. Results show that overcrowded classes engender many other difficulties such as noise, make sure that students have understood, and difficulty to handle and manage the class.

b) Lack of materials:

Results reveal that many teachers stated that one of the main difficulties faced when lecturing at the University of Bejaia is the lack of the needed means and materials such as whiteboards, data shows and microphones. This prevents teachers from delivering their lectures appropriately and efficiently.

c) Lack of interest and motivation:

Results show that, when lecturing, some teachers face the lack of motivation, attention and interest of the students. When lecturing, teachers transmit a large amount of information in a small period of time which may cause the disinterest. Add to this, students see the teacher as a source of information and the expert, thus they are not motivated to play the role of collaborators in their learning process.

d) Lack of interactions:

The analysis of the interviews reveals that a small amount of teachers talked about the lack of interaction in EFL lectures. The problem of interaction such as asking questions or debating, according to the teachers, may hinder learners' understanding. In other words, lack of interaction leads to poor communication, hence misunderstanding.

3. If you use PowerPoint presentations, are you going to remedy to these difficulties?

All the teachers agree that PPT can remedy to many problems faced during lectures, but not all of them. This means that the teachers see PPT as a useful tool for its importance in the teaching process, since it has already proved its effectiveness in EFL classes. In many cases, PowerPoint helps in solving problems related to motivation, comprehension and interest. The teachers argue that

"yes of course but when we have a limited number of students because I have experienced this way of teaching with Master ELT where the number is limited and the results were very satisfying"

"Well, using PowerPoint Presentations when lecturing is very important and effective at the same time. They allow me (as a Lecturer) to present my lectures in a colorful and attractive manner, and to provide a large amount of information in the space of two hours. Moreover, presenting the Lecture via PPT saves me time and allows me to avoid using the chalk"

"It might help, but it's not always sufficient"

"not to all of them but surely to most of them"

"...yes and this has solved many naughty situations and helped gain time, force, paper and set an enjoyable, joyous and dynamic atmosphere"

4. According to you, do PPT presentations have any effect on students' motivation and attitudes? Justify

All the teachers agreed that PPT does have an effect on students' motivation and attitudes. They stated that since PPT is a technological tool, it attracts learners' attention hence motivates them. Add to this, PPT has some advantages on students, as it helps them to better assimilate and comprehend the lecture's content. Consequently, learners develop positive attitudes towards PPT since it facilitates the learning process. The teachers gave some comments about how PPT can have effects on students' motivation and attitudes, quotes are listed below:

"PPT is a technological tool and ICT attracts Lrs whenever the age. Using PPT Ss' attention hence motivates them and surely helps them develop positive attitudes"

"Yes, PPT has a positive effect on the students' learning in general because it helps them assimilate better the Lecture's content. Besides, and as a visual aid, it allows them to construct cognitive images about the course parts/chapters and this helps them in storing and memorizing the courses. Moreover, it helps them in taking notes and drawing maps for the course development"

"Students follow better, we have a visual aid with colours and this makes students more engaged in the course. This also helps them gain time and efforts"

5. Do you have any suggestion to make lectures at the University of Bejaia more effective?

The analysis of the interviews shows that most of the teachers suggested many solutions. The tree main reiterated are listed below:

a) Reducing the number of students in the amphitheatre:

Most of the teachers suggested lowering the number of students per section in order to have a manageable class, and a more effective lecture. They stated that

"the main problem is the number of students. If we limit it, our lectures are more likely to be effective"

"to make lectures more effective we have first of all to reduce the number of students..."

b) Using technology

The majority of teachers recommended the introduction of ICTs in order to change the ancient methods of teaching and learning a foreign language, and give way to more effective and modern methods such as PowerPoint lectures. They claimed that

"Well, as I have discussed before, I think that it is time for our University to change the old green boards with new white boards with markers. Besides, it is high time to integrate ICT's in our educational system starting by equipping all the study rooms with data projectors and all the needed devices for a better teaching/learning"

"Encourage the ppt, visioconferences presentations procedure and call on students to be move involved in preparing parts of the structured syllabi, be more responsible and more selfassessing"

c) Encouraging students' autonomy and productivity.

Results reveal that teachers suggest using more learner-centered techniques, and introducing types of activities that are more practical and promote students' involvement and autonomy. Teachers stated that

"The use of problem-solving activities. The use of pedagogical tasks to help students learn content more efficiently. The generalization of ICT use by making data shows more available to teachers. Use more learner-centered techniques (cooperative learning)"

"The addition of practical sessions e.g, Workshops to allow students to experience more effectively what they learn, through a more interactive, and more experiential learning. This will certainly improve their mastery of the content of the lectures which is usually "too theoretical", and will likely make it more <u>*personally*</u> *meaningful by using it, and interacting with it, instead of just receiving it."*

Chapter Four: Discussion of the Findings

The purpose of this study is to examine the effects of PowerPoint presentation on the students' motivation and attitudes. This section presents a discussion of the study of the findings. For ease of reference, the findings are discussed according to the survey objectives. In other words, the results with regard to 1) Lectures at the University of Bejaia; 2) PowerPoint at the University of Bejaia; and 3) The Effects of PowerPoint on Students' Motivation and Attitudes, are discussed separately.

4.1. Lectures at the University of Bejaia

Concerning lecturing at the University of Bejaia, the findings revealed that it is not an easy task. Lecturing was even described as tiring and challenging. Most of the teachers agree that lecturing is the most used teaching method at the University of Bejaia. Similarly, "*the lecture is probably the oldest teaching method and still the method most widely used in universities throughout the world*" (McKeachie and Svinicki, 2006, p.57). However, some teachers have negative attitudes towards the lecture, not as a teaching method, but due to the difficulties faced everyday while lecturing at the University of Bejaia.

Most of the difficulties found to lectures at the University of Bejaia are related to the huge number of students (i.e. crowded classes), and to the lack of means and materials mainly technology (i.e. white boards, microphones and data shows). In fact, with more than 100 students in the amphitheatre, most of the interviewed teachers find it difficult to manage this huge number, make sure that students have understood and interact with them. These latter make the students passive recipients of information. Consequently, in this context, Bligh

(2001) stated that "*lectures represent a conception of education in which teachers who know give knowledge to students who do not know*" (cited in Smyth & Volker, 2013, p.8).

To overcome the difficulties discussed above, and to make the lecture at the University of Bejaia more effective, teachers suggested many solutions, but some attract our attention. First, the teachers suggest reducing the number of students per lecture in order to have a manageable class, which might promote teacher-student interaction hence reduce students' passivity and improve productivity. Moreover, the interviewed teachers think when the number of students in a lecture is manageable; the teacher can employ some approaches of teaching, and activities that will bring more results and effectiveness to the lecture. In other words, in a manageable lecture, the teachers can adopt a learner-centered approach to make learners more autonomous, self-assessing and responsible of their learning process. Significantly, a teacher stated that "*The main problem is the number of students. If we limit, our lectures are more likely to be effective. I adopt a learner-centered teaching in my lectures of AL & ELT option since 2014 just because the number of students is manageable*". Furthermore, the results of the survey show that both the teachers and the students emphasize on the integration of technology in order to make lectures more organized, interactive and easier to grasp. According to Wartinbee (2009), "*technologies make learning more fun by placing control over learning in the hands of students*" (cited in Fateme Samiei Lari,2014, p.1673).

In conclusion, lecturing at the University of Bejaia is a common practice that does not always bring the expected results. However, teachers and students provided interesting suggestions which can improve the lecture, at the University of Bejaia, and make it more efficient.

4.2. PowerPoint at the University of Bejaia

With regards to results of Question 2 of the questionnaire (p.55), data revealed that most of the teachers do not use PowerPoint in their lectures, only 22,22 % of the teacher use it. These results reveal that PPT is not a common practice at the University of Bejaia. Clearly, teachers still use the traditional means of delivering a lecture; for example "chalk and talk" technique.

Results of the interview (Question 2, p.71) show that the reason why not all the teachers use PPT is due to the lack of means and materials. Therefore, managers at the University of Bejaia should provide teachers with the necessary materials and technology in order to encourage teachers to do their job effectively for the benefits of students.

Figure 5 (p.56), results of Question 14 (p.65), and analysis of the interview (results of Question 3, p.72) suggest that PowerPoint improve the EFL lectures at the University of Bejaia, which proves that the first hypothesis (If PowerPoint presentations are integrated in the language learning process, EFL lectures at the University of Bejaia can be improved) is confirmed.

For the students, PowerPoint is effective in many cases because of the multiple advantages it has. The students agree that PPT has numerous advantages; that is why; most of the EFL students, at the University of Bejaia, want to see it in future EFL lectures (see Figure 13, p.63), and expect their teachers to use PPT for presenting the lectures.

In this research, the advantages found to PPT are related to EFL lectures. First, the PPT class environment is engaging and stimulating (see Figure 4, p.56). Moreover, visual images presented in PPT lectures help learners to recall content during exams (see Figure 8, p. 59). Besides, PPT notes are more organized, easier to understand and useful for studying for

exams compared with traditional lectures (see Figure 10, p.61). Wlodkowski & Ginsberg (2010) stated that "*PowerPoint… can clarify, illustrate and organize complex materials…*" (p.39). Furthermore, PPT helps to maintain attention and keep concentrated to the content of the lecture (see Figure 11, p.62). In fact, Sebok Susan L. claimed that "…*PowerPoint slides can have movement to direct the audience's attention to the point being made*" (2013, p.410).

In conclusion, PowerPoint is not a common practice at the University of Bejaia; nevertheless, the results of this study showed that it is a useful and helpful tool which improves the current lectures. Therefore, EFL teachers at the University of Bejaia should be provided with the necessary materials so that PowerPoint lectures can be delivered.

4.3. The Effects of PowerPoint on Students' Motivation and Attitudes

Regarding the results of the survey, Figure 12 (p.62) reveals that PowerPoint has effects on the students, and the analysis of the interview (Question 4, p.73) shows that all the teachers agree with the fact that PowerPoint has an effect on students' motivation and attitudes. Consequently, for both the students and the teachers, PPT impacts on students' motivation and attitudes. In fact, a teacher stated that "*using PPT attracts Lrs attention hence motivates them and surely helps them develop positive attitudes*".

For many researchers, in lectures, students tend to lose interest and motivation rapidly. Benjamin (2002, p.63) stated that "*when the lecture begins, most students are paying close attention… [and] for most students that attention lasts for about 10 minutes*"(cited in Wilson & Korn, 2007, p.85). Therefore, "…*teachers must do as much as possible to increase students' motivation to pay attention*" (Wilson & Korn, 2007, p.89). Yet, Figure 11 (p.62) shows that the majority of the students think that PowerPoint helps them to maintain their concentration on the lecture content. Moreover, results of the questionnaire reveal that the learners are more motivated to attend a lecture when PPT is employed (see Figure 6, p.57),

and Figure 7 (p.58) shows that PPT enhances students' willingness to participate and confidence to ask questions. Accordingly, students seem to be motivated, thus understand better. This result is supported by the earlier studies on the effects of PowerPoint on students' motivation; for instance, Ilter (2009) and Lari (2014).

Attitudes are important factors in language learning. Ellis (1994) stated that "*One set of variables which have been found to be of major importance is learner attitudes*" (p.197). This research investigates the effects of PowerPoint presentations on students' motivation and attitudes. Figure 5 shows that most of the students exhibit positive attitudes towards PPT because of several reasons including the visual images that help them to recall the content of the lecture, and the powerful effect of PPT in making the lecture more interactive and enjoyable. According to the Information Resources Management Association (2010), "*when PowerPoint presentations were used had more positive attitudes about the course and greater self-efficacy than when there were no PowerPoint presentations*" (p.602).

Generally, students like new technologies and are motivated by technologies themselves. Besides, PowerPoint has a positive effect on students' learning because it attracts and sustains students' attention, sets a dynamic and engaging atmosphere, and helps the learners to assimilate better the content of the lecture. That is, the visual images and graphs presented in PPT allow the students to construct mental images about the content of the lecture, thus helping them in the process of memorization and retention which are the basis of learning.

It is clear from the analysis of the survey's results that almost all the students and all the teachers agree that the use of PowerPoint presentations, during lectures, is motivating and helpful. Thus, develop positive attitudes among the learners. Consequently, the second

hypothesis (If PowerPoint presentations are integrated in the language learning process, EFL students' motivation and attitudes may be enhanced.) is confirmed.

The results of our research are supported by earlier studies. In the study about *The Effect of PowerPoint Presentations on Student Learning and Attitudes*, Nouri &Shahid (2005) concluded that "*the results suggest that educational technology such as PowerPoint improves students' attitudes*" (p.70). furthermore, in the study about *The Impact of Using PowerPoint Presentations on Students' Learning and Motivation in Secondary Schools*, Lari (2014) stated that "*the questionnaire results indicate that the majority of the students show their positive perceptions towards using technology in English classes*"(p.1676).

Conclusion and Recommendations

The present study investigated the use of PowerPoint Presentation in the EFL lectures at the University of Bejaia, and their effects on EFL students' motivation and attitudes. The results suggest that the educational technology "PowerPoint" may enhance lectures at the University of Bejaia. In addition, PowerPoint presentations improve students' motivation and attitudes towards lectures, hence learning.

The results of this study show that the use of PowerPoint Presentation does not take a great place in EFL lectures. However, the need to use PowerPoint Presentation was suggested and demanded by both the EFL teachers and learners as its use helped them in number of ways. The findings reveal that the use of PowerPoint Presentations can offer opportunities for effectively incorporating colorful texts, images, drawings, tables, graphs, movies and transition from one to another through a slide show. All these contribute in making EFL lectures more engaging, interactive, and motivating. Moreover, PowerPoint can make the complex ideas in the lecture easy and simple to grasp. It can also help in attracting and sustaining the learners' attention in the class which is the main requirement for making learning successful. Finally, this study shows that PowerPoint technology plays a relevant role in language classes; it can be used as a tool to facilitate teaching and learning.

As one of the most important goals of using new ways of teaching language at the University of Bejaia is to promote students' motivation towards learning, we can see in this study that using PowerPoint presentations operates as a powerful pedagogical tool in English

classes. This study is supported by the results of the earlier studies of Ilter (2009), Lari (2014) and Nouri &Shahid (2005).

All in all, our study supports the effects of superiority of PowerPoint lectures as compared to traditional lectures. Teachers willing to integrate this tool in their EFL lectures should consider their students' needs, interests and level.

Recommendations

The results of our research show that both the teachers and the students find some weaknesses to the lecture at the University of Bejaia, and seem in accord that PowerPoint presentations can improve the current lectures. Nevertheless, The EFL teachers still use traditional strategies to present the lectures, and this is due to the lack of required means and equipments. Therefore, the administration of the University of Bejaia should supply the Department of English with the necessary materials, especially microphones and data shows needed to present content and deliver efficient PPT lectures.

The results of our study can be easily implemented if the means are provided at the University of Bejaia. That is why, we highly recommend the EFL teachers to use PowerPoint presentation for delivering the   future lectures for the numerous advantages and benefits it brings in EFL classes.

However, PowerPoint should not replace the teacher, but it should be used as a tool to support the teacher's lectures, attract students' attention and help them to understand. In other words, the most suitable usage of PPT would be to emphasize important points, explain abstract content and show relations. For further kinds of content in which PPT can be best

implemented, we suggest to undertake an experiment. Add to this, more research could be undertaken to establish the effect of PowerPoint on memory.

All in all, it is high time for the University of Bejaia to get off the beaten track, and to open new paths to the modern world of technology. It is high time we integrate ICTs at the University of Bejaia, and join the wide and rich world of technology.

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APPENDIX A

<u>The Students' Questionnaire</u>

This questionnaire is part of Master II research. It is designed to find out the existing effects of PowerPoint presentations on students' motivation and attitudes at the University of Bejaia. I would be very grateful if you could fill it.

Age:

Gender: Male ☐   Female ☐

N.B PPT stands for PowerPoint.

<u>Part I</u>: Answer the following questions :

1. How many courses do you have? ……………………..
2. Do all the teachers use PowerPoint during their lectures?   Yes ☐   No ☐
    If no, how many of them use PPT? ……………………..
3. The PPT class environment is engaging and stimulating.   Yes ☐   No ☐
4. I understand better with traditional lectures using a blackboard or whiteboard than using Power Point. Yes ☐   No ☐
5. I am more motivated to attend class when Power Point presentations are used during the lecture. Yes ☐   No ☐
    - If yes, why? ………
    - If no, why? ………………………………………………………………………………..............…………………………………………………………………………………………………
6. In lectures with PPT, I am more motivated to participate and ask questions compared to lectures without PPT.   Yes ☐   No ☐
7. Visual images presented in Power Point presentation lectures help me to recall content during exams. Yes ☐   No ☐
8. I have a positive attitude towards Power Point presentations. Yes ☐   No ☐
    - If yes,why?
      …………………………………………………………………………………..

- If no, why? …………………………………………………………………………………......

9. My notes are more organized, easier to understand and useful for studying for exams when PowerPoint is employed.   Yes ☐   No☐

10. PPT usage in teaching process makes me maintain my concentration on the lecture content.   Yes ☐   No☐

11. Do PPT presentations have any effects on you as a student?   Yes ☐   No☐

- If yes, how?

   ………………………………………………………………………………….

   …………………………………………………………………………………………..

12. I would like to see PowerPoint in future classes.   Yes ☐   No☐

13. As a future teacher at university; do you intend to use PowerPoint when lecturing?
   Yes ☐   No ☐

- If yes, why? …………………………………………………………………………
   ………………………………………………………………………………………
- If no, why? ....
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Part II: Comments and Suggestions:

14. Do you have any comments/ observations on the use of PPT in lecturing?
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15. Suggest what teachers can do to make the lecture; at the University of Bejaia; more effective.

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☺ Thank you for your cooperation ☺

APPENDIX B

The Teachers' Interview

1. On the basis of your teaching experience at the University of Bejaia, what are the main comments you may make about lecturing?

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2. According to you, what are the main difficulties and obstacles you face when lecturing at the University of Bejaia?

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3. If you use PowerPoint presentations, are you going to remedy to these difficulties?

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4. According to you, do PPT presentations have any effect on students' motivation and attitudes? …………

- If yes, how?……………………………………………………………………

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- If no, why? …………………………………………………………………
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5. Do you have any suggestion to make lectures at the University of Bejaia more effective?

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Thank you.